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INTEGRATION OF ENVIRONMENTAL EDUCATION IN THE PHILIPPINE EDUCATION CURRICULUM: SOME SUGGESTIONS FROM ENVIRONMENTAL ADVOCATES OF MARINDUQUE

ABSTRACT

The study is an attempt to solicit suggestions from the environmental advocates in the integration of Environmental Education in the Philippine education curriculum. A descriptive survey method was used involving the description of the suggestions of advocates who seemed to discourage the treatment of environmental education as a separate subject. They tend to favor it as an approach and teach it as part not only in science, but also in social, cultural and economics subjects. They have considered that Environmental Education is a long term process that commences at the primary school level to university to post graduate level, and throughout the humans educational undertakings.

INTRODUCTION

Environmental education through environment, about environment, and for the environment, both a style and a subject matter of education. It is the process of recognizing values and classifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelation among man and his bio-physical surroundings. Environmental education also entails practice in decision makings and self-formulating, a code of behavior about issues concerning environmental quality. (Rao and Reddy – 1997).

The introduction of environmental education in the Philippine secondary and tertiary curriculum, but not in the primary, as a separate subject draws attention from different sectors from environmental filmmakers to environmental advocates. This alternative accordingly provides for a definite shape and structure, but it is deprived of its holistic character. This is so because it is not introduced in the curriculum as part of Science, Social Studies, Language and other subjects. It is a separate subject.

Rao and Reddy (1997, stated that the approach of teaching environmental education as incorporated into other subjects as mentioned, is no doubt very lofty and laudable, but it does not provide environmental education that structure which requires for sequential development of knowledge and for meeting the needs of an effective curriculum.

In other words, the objectives and contents should be kept in view the developmental needs of the children and students, and the welfare of the society. The developmental needs of the children in environmental education have been discussed lengthily by many educators in the

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1. To know the personal, educational and professional background of the environmental advocates.

2. To know their present stand about the integration of the Environmental Education in the Philippine Education Curriculum.

3. To know the advocates' alternative in the integration process.

4. To know their views on how their suggestions will awaken the sleeping though of educators with regards to the integration.

5. To know their expected outcomes of the suggestions made on the integration.

Limitation of the Study

The study is limited to the suggestions from some of the environmental advocates in the province of Marinduque with regards to the integration in the Philippine Education Curriculum of the environmental education.

Significance of the Study

1. The study will hopefully open the mind and heart of the educators, private or public with regards to the present system of offering courses related to Environmental Education.

2. The study will help the teachers of environmental education decide in undergoing training on environmental concerns.

3. The study will make students from primary to tertiary aware of the value of caring for the environment by proper schooling.

4. The study will open the minds and hearts of the public officials as well as the private citizens and be aware of present situation of our abused environment.

METHODOLOGY

Design

This study used the descriptive survey method. This involved the description of the suggestions of environmental advocates in the integration of Environmental Education in the Philippine educational curriculum.

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Population and Sample

The respondents of the study are heads of the environment related non-governmental organizations in the province of Marinduque namely, Marinduque Volunteers youth Club (MYVC), Save the Earth Movement (MSC Chapter), Marinduque Action Center for Environmental Concerns (MASEC-Boac-Based) and Peace Corps (Buenavista-Based)

This study used the complete enumeration of the heads of the above mentioned organizations.

Table 1

Table 1. ← **Respondents of the Study**

Name of Organization	Total
Volunteers Marinduque youth Club (MYVC)	2
Save the Earth Movement (MSC Chapter)	2
Marinduque Action Center for Environmental Concerns (MASEC-Boac-based)	1
Peace Corps (Buenavista-Based)	1
Total	6

Instrument

1. Questionnaire

The researchers formulated a set of scaled response instrument to gather date needed in this study. The questionnaire was distributed to the heads of environment-related organizations in the province of Marinduque.

2. Interview

An interview was also utilized to validate the information by the respondents.

Data Collection Procedure

In gathering data for the study, the following procedures were undertaken:

1. Secured permit from the College in conducting and administering questionnaires;
2. Administered the questionnaire upon making necessary refinement and corrections;
3. Set date/time for the distribution and collection of answered questionnaire; and

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4. Tabulated the data using tools in interpreting the information provided by the respondents.

Data Analysis Procedure

The researchers made the following data analysis procedures:

1. Selected the simple statistics tool.

2. Used the ranking and percentage to determine the suggestion of the respondents.

3. The respondents were also requested to specify their suggestions aside from the guide indicators.

4. Got the percentage and rank the suggestions on the vital importance basis.

5. Analyzed the data.

RESULTS AND DISCUSSION

Table 2

Table 2. **The personal, educational and professional background of the environmental advocates.**

Organization	Personal			Educational			Professional Background			
	Age	Gender		BS	MA	ED.D/PHD	Sector		Institution	Years in the Service
		M	F				G	P		
Marinduque Volunteers youth Club (MVYC)	36 and 63	2			1	1	2		MSC	12 and 25
Save the Earth Movement	41 and 54	2			1	1	2		MSC	10 and 26
Marinduque Action Center for Environmental Concerns	59	1					1		LGU-Boac	9
Peace Corps	27		1		1		1		DepEd	7

The average age of the respondents is still young at 41.04. The oldest is 63 while the youngest is 27. Majority of them are male. In terms of educational attainment, 2 or 33% are

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Ph.D. graduates, 3 or 50% are with Master's Degree, and only 1 or 17% is with Bachelor's Degree. All or 100% are employed in the different government agencies. In terms of the number of years in their respective organization, 4 or 66% of them are working for over 10 years. The remaining 2 or 34% are working for their respective organization for 7 to 9 years.

The present stand about the integration of the environmental education in the Philippine Education Curriculum.

Table 3

Table 3. ← Respondents stand about the integration at the Elementary Level

Level	Suggested Concepts	A	%	DA	%
Elementary Education	1. Soil, water and air pollution and ways of protecting soil, water and air	6	100		
	2. Precautionary measures in using, storing and disposing household materials	5	83	1	17
	3. Importance of maintaining the beauty of scenic spots	6	100		
	4. Describing the environment and that of Filipino communities	5	83	1	17
	5. Significance of helping one another to achieve goals in the schools and community particularly for programs such as Clean and Green, Waste Management, Bantay Kalikasan, Kontra Kalat sa Dagat	6	100		
	6. Health and protection of the environment	5	83	1	17
	7. Avoidance of diseases and sickness by maintaining a clean environment	5	83	1	17
	8. Growing of vegetables, composting to protect the environment and as means of livelihood.	6	100		

Legend:

A- Agree DA- Disagree %- Percentage

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In the secondary level, 6 or 100% of the respondents agreed to include;

1. Geography an global phenomena such as warming, El Niño, etc, and issues relating to the use of technology in ecological problems, and transfer of technology.

2. Coordinate system of indigenous practices and environmentally-sound technologies.

The two prime suggestions of the Advocates agree with Rao and Keddy who stated that at a higher school level meaning at the secondary level, the objective should be develop more the basic knowledge and skills for teaching and solving environmental problems. Furthermore, it would be more purposeful to involve youth in seeking and finding solutions to environmental problems thus inculcate a positive environmental attitude. This compliments with the suggestions of the respondents.

Table 5

Table 5.4 — **Respondents stand about the integration at the ALS Level**

Level	Suggested Concepts	A	%	DA	%
Alternative Learning Process	1. Acquisition of scientific thinking skills through exposure to and practice in problem solving in different life situations	6	100		
	2. Environmental Causes of Disease	5	83	1	17
	3. Let's Clean Up the Environment	5	83	1	17
	4. The Cost of Environment Degradation Using Scientific Method in Agriculture	5	83	1	17
	5. Balance in Nature	5	83	1	17
	6. The Ecosystem	6	100		
	7. Composting	5	83	1	17

At ALS Level, two of the concepts were unanimously suggested by the respondents, namely;

1. Acquisition of scientific thinking skills through exposure to and practice of problem solving in different life situations.

2. The Ecosystem

Naqand Vizraya Kumar, suggested that for Environmental Education which is founded on any age group, the following ways maybe done through mass media like;

1. Mass media, press, radio, and TV, should develop environmental education professionals.

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All or 100% of the respondents agreed that the following environmental concepts must be integrated in the elementary curriculum.

1. Soil, water and air pollution, and ways of protecting soil, water and air.

2. Importance of maintaining the beauty of scenic spots.

3. Significance of helping one another to achieve goals in the schools and community particularly programs such as clean and green, waste management, Bantay Kalikasan, Kontra Kalat sa Dagat.

4. Growing of vegetables, composting to protect the environment and as means of livelihood.

On the four remaining concepts, 5 or 83% of the respondents agreed on its integration to the elementary environmental education.

The suggestions mostly preferred by the respondents go with Naq and Vizraya Kumar who emphasized that environmental; educational school stage mostly (75%) on building up awareness, followed by real-life situations (20%) and conservation (5%). In other words, Environmental Education should be an attempt to sensitize the learners about the environment.

Table 4

Table 4. ← **Respondents stand about the integration at the Secondary Level**

Level	Suggested Concepts	A	%	DA	%
Secondary Education	1. Chemical processes involved in environmental pollution, and environmental aspects of colloids like aerosol sprays, smoke, etc.	5	83	1	17
	2. Geography and global phenomena such as global warning, El Niño, etc. and issues relating to the use of technology in ecological problems, transfer of technology	6	100		
	3. Coordination system of indigenous practices and environmentally-sound technologies that can lead to adaptation and mitigation responses to climate change.	6	100		
	4. Human activities that can lead to increase in green house gas emissions such as widespread deforestation rise in industrial activities all smokes from vehicles, waste management.	5	83	1	17

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2. Media personnel should be trained to become proficient in spreading environment consciousness.

3. Traditional techniques appropriate to the conditions of target audience should be developed.

4. Pamphlets, booklets on environment prepared by professionals should prepared. There are a lot more which mass media can do. In this way, the acquisition of scientific thinking through different skills can be demonstrated on mass media.

Table 6

Respondents stand about the integration at the Tertiary Level-TESDA

Tertiary Education	Suggested Concepts	A	%	DA	%
TESDA	1. Global Warming and Climate Change	6	100		
	2. Fabrication of shredder for composting	5	83	1	17
	3. Basic occupational safety and health	6	100		
	4. Solid Waste management	6	100		
	5.Environmental education as one of the dimensions in CWTS-NSTPO	6	100		

At the Tertiary Level-TESDA, there are four concepts suggested by 6 or 100% of respondents, namely:

1. Global Warming and climate change.

2. Basic occupational safety and health.

3. Solid waste management.

4. Environmental Education as one of the dimensions of CWTS-NSTP.

Surprisingly, only 5 or 83% of the respondents agreed to include Fabrication and shredder for composting, 1 or 17% disagreed. The one who disagreed explained that composting may be done without the shredder.

In one of the recommendations made by Rao and Reddy, and Nag and Vizraya Kumar suggested that it should be taught in Law Colleges not in engineering programs as suggested by the respondents.

With regards to Environmental Sciences or environmental topics, Rae and Reddy suggested that it is best integrate such topic into the various subject streams. This was also the suggestion of Nag and Vizraya Kumar.

The advocates' choice of alternatives in the integration process.

Table 8

Table 8 ← **Advocates' choice in integration process**

Alternatives	f	%
1. Environmental education shall be integrated only on the subject as special Topic.	3	50
2. Environmental education shall be a separate subject at all level of	2	33
3. One-summer program in environmental education must shall be included on the curriculum in tertiary level	1	16
4. Mandatory environment-related activity must be undertaken at all levels of education	3	50

On the advocates' choice of the alternative on how the program will be integrated, the data showed that only 3 or 50% of the respondents agreed on two choices, namely;

1. EE shall be integrated only in the subjects as a special topic.

2. Mandatory environment-related activity must be undertaken at all levels of education.

The other 2 or 33% agreed that EE shall be a separate subject at all levels of education.

The remaining 1 or 16% suggested that a one-summer program in Environmental education shall be included on the curriculum in tertiary level.

Rao and Reddy, Nag and Vizraya Kumar, all agreed that at the university level, it is best to integrate environmental topics into various subjects such as physical, biological and social sciences.

The respondents are not unanimous on the alternatives. This is because according to Rao and Reddy, the objective of the environmental program can be achieved by any of the two alternatives:

1. By treating environmental education as an approach and teaching it as a part of Science, Social Studies, Languages and other subjects.

2. By treating is as a separate subject.

The first is already being done in the elementary and high school, but science high schools are teaching it as a separate subject. At the collegiate level, some courses are treating as

a separate subject for one semester; others are treating it as incorporated in chemistry subjects, while other courses are not particularly treating it as part of their program.

Their views on how their suggestions will awaken the sleeping thought of educators with regards to the integration.

Table 9

Views on how their suggestions will awaken the sleeping thought of educators with regards to the integration

Views	f	%
1. Designation of site or special place for environment-related activity is to be assigned inside the campus.	4	66
2. Allocation of regular fund for environmental education is to be included on the regular budget of the institution.	6	100
3. Educational institutions require organization of different environmental-related clubs in the campus	6	100
4. Intensify linkages with the other agencies to support the environmental programs	5	83
5. Develop EE curricula, materials and resources that are local relevant and complement ESD at the local/community level.	6	100
6. Conduct nationwide baseline research survey on the knowledge, attitudes, practices of students.	4	66

With regards to their views on how their suggestions will awaken the sleeping thoughts of educators with regards to the integration, six or 100% of the respondents suggested that these are the ways:

1. Allocation of regular fund for Environmental Education is to be included in the regular budget of the institution.

2. Educational institutions require organization of different environmental-related clubs in the campus.

3. Develop EE curricula, materials and resources that are locally relevant and compliment ESD at the local/community level.

Rao and Reddy are very emphatic in stating the fundamental issues in the process of studying the environment as systems that could be related to one or other specific academic disciplines. On the other hand, specific and comprehensive programs including EE curriculum/program with environment as a single awakening system are needed to stimulate and

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enlighten decision making in community actions. They further stressed that every country or community should develop and implement master plan for Environmental Education. In other words, this plan should lead to the evaluation of an ecological ethos, that is, a change of the present callous attitude of man towards man, nature and society. Only then, educators will be awakened to further lead a common effort to a sustainable development.

The expected outcome of the suggestions made in the integration:

Table 10

Table 10 ← **Expected outcomes of the suggestions made on the integration**

Expected Outcomes	A	%	DA	%
1. Inculcate awareness, understanding, as well as promote skills, positive attitudes, commitments, and active participation of the environment, through the integration of environmental concerns on the school system at all levels.	4	66		
2. Conduct nationwide baseline research survey on the knowledge, attitudes, practices of the students.	3	50		
3. Establish a baseline assessment on the extent to which national curricula in the basic education system include Environmental Education (EE) and Education for sustainable development (ESD) content.	4	66		
4. Develop EE curricula, materials and resources that are locally relevant and complement ESD at the local/community level.	5	83		
5. Full utilization of other venues (e.g. multi-media and alternative media) for EE/ESD.	4	66		
6. Provide training of Teachers or Trainers	4	66		
7. Need to expand the library of existing environmental education resources (inventory of Environment and Natural Resources training modules, instructional materials, environmental educators, pool of trainers, etc.)	4	66		
8. Promote research on EE/ESD issues to ensure continuing development in formal education;	5	83		
9. Develop partnerships and networking for EE/ESD.	3	50		
10. Full utilization of other venues (e.g. multi-media alternative media) for EE/ESD.	4	66		

Finally, as to expected outcomes out of the suggestions made on the integration, 5 or 83% of the respondents looked forward to the;

1. Development of Environmental Education Curricula, materials and resources that are locally relevant and complement Environmental Science development at the community level.

2. Promotion of research in EE/ESD issues to ensure continuing development in formal education.

Rao and Reddy stated that in the development of EE Curricula, "Process" education and also the education of attitudes and values are included. Moreover, the skills are content-independent in the sense that they provide necessary tools and materials which can be applied to solve any problem, may it be developing or developed country. The considerations discussed so far showed that the only environmental tasks are suitable for EE Curricula.

The emphasis on local resources available in the community is another dimension in the development of an EE Curricula. Of course, it is with emphasis on using low-cost environmental aids on those which are available in the community. Whatever resources it needs, must come, as for possible from the environment including community.

The two authors also have something to say about the studies or research for continuing development in any stage of the program. They said that the program must allow all the students to conduct investigations that take more than a day, or need some time in the evening. The students may also run studies similar to those they have made in their own community, such soil testing and water testing. These studies should be on continuous basis. It must be stressed at this point that the research is a continuing activity. It does not stop upon giving initial conclusions, rather these conclusions are only stepping stones towards a spiraling way.

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This should be put after Conclusion & Recommendation

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B. Documents

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Republic Act 9512- Act to promote Environmental Awareness and Education and for other purposes, the Environmental Awareness and Education Act.

Conclusions and Recommendations

What is needed as conceptualized by the respondents is the appropriate mixture of awareness, exposure to real life, conservation and development programs. At the primary level environmental awareness is most important, but development is of little use. As one goes to higher stages of education, environmental awareness becomes of less important and other components to gain increasing importance. Finally, at the tertiary and adult education level development is most important aspect of environmental education. This distribution as manifested by the answers or the respondents cannot be final and will also depend on the philosophy of the program and other considerations.

The respondents, no doubt discourage the treatment of environmental education as a separate subject. They lend to favor it as an approach and teach it as a part of other subjects.

However, it does not provide environmental educations that structure which is required for sequential development of knowledge and for meeting the needs of spiral curriculum.

Lack of fund regularly allocated for the purpose of financing environmental programs really considered one of the awakening factors to educators. In case of developing countries like ours, it is really a handicap to work with minimal resources. The approach based on local resources in school has additional advantage of not requiring extra finances. However, this approach maybe slow to spread, less attractive at the first glance but more likely to succeed than the one which demands for monetary support for equipment and training of the personnel.

Environmental clubs is also one awakening suggestion. In this, the members are joining in their own free choice if there are more than one in the campus. The clubs, however, should focus mainly for development of environmental projects.

The respondents expected that development of EE curricula, utilizing materials and resources locally available and complementing with the environmental science development in the locality. This is so, because it is difficult for environmental curricula to succeed in the long run if it is heavily dependent on the resources outside of the community or country.

All sectors of the human society must contribute to the present dilemma we are presently facing and will continue to be facing if we will not move coherently at once. All sectors must be exposed to some form and measure of environmental education for arousing awareness, sensitivity and perception of environmental programs.

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One sector, the environmental advocates suggest that environmental curriculum must be initiated and freely developed in schools because it is in proper and effective education where changes to a better environment must originate. Environmental education is and has to be integral part of all education programs and should became part of social, cultural and economic development education.

The advocates are one with their suggestions that environmental education is a long term process beginning at the formal school that is, elementary, college, and university stages and thereafter through non-formal means throughout the entire human's life.

Lastly, nature is fascinating. It embodies the spirit of the creator. In doing all for the destruction of God's creations in man's attempt to make life more and more comfortable, he often destroys forests thoughtlessly, polluted air and water recklessly, spoiled nature ruthlessly.

Now the time has come when he should be careful. If he does not collect himself and sobers down, he is bound to find himself in an irreversible predicament in an ecological catastrophies on this lonely planet of ours.

Furthermore, the following should be looked into:

1. Environmental action needs as pre-requisite, a commitment at the individual level. A clear national policy on environment is thus essential and without this, curriculum development for environmental education would lack direction and purpose.

2. The main hurdle at present appears to be teacher's training in environmental education. Appropriate teacher training programs and materials for their use must be started without delay in order to implement environmental education programs in schools.

3. To be meaningful; environmental education must relate to real-world situations and should be linked to current development plans in the schools, colleges and universities.

4. Lastly, start proper environmental education right there in every home from child's infancy to adulthood. Education always starts at home.

Literature Cited

Cherie Ann M. Luna
Cecilia S. Villamin

STUDENTS' AWARENESS ON COSMETIC CONTENTS

ABSTRACT

Students comprise a portion of cosmetic users nowadays. With courses that require good grooming such as Personality Development and in the case of School of Arts and Sciences, the Bachelor of Arts in Communication students are exposed into using cosmetics whenever they have activities in their Production Design, Photography and Introduction to Film subjects. Thus, it is only apt to assess the awareness of these students when it comes to the contents of the cosmetic products they use and its effects as well.

With the use of questionnaire, this study tried to answer the problem whether the students are aware about the contents of the products they use and how aware are they about the effects of the contents.

Based on the responses from the retrieved questionnaires of twenty nine BA Communication students, it was revealed that 34.48% are knowledgeable about the contents of the cosmetic products while 41.37% are aware of the effects of the cosmetic contents.

Further studies with greater number of respondents may be conducted so results can be more substantive and as future media practitioners, BA Communication students may help promote awareness about the effects of cosmetic contents through the use of different media.

INTRODUCTION

Cosmetics and its users

Cosmetic products are always present in every woman's vanity kit. Nowadays, the age range of female makeup users is very wide. And the age that females begin wearing makeup gets younger and younger with every new generation (Persaud, undated). Women, not only in the Philippines, but in many countries as well use cosmetic products with the belief that they would look good. Just like what is stated in Medranks.com's article *Applying Makeup In Young Age*, girls are unaware of the harmful effects of the cosmetics and are just concerned about their looks.

Women ranging from the adults and even young adults religiously use cosmetics without being aware of its contents and not knowing the hazards it may cause them. According to Leah Persaud of Brooklyn Technical High Schools, many women do not know that makeup can harbor bacteria and spread infection. Though some of the products may be harmless, others may contain potentially hazardous ingredients like lead and mercury which have been reportedly posing serious health problems among its users.

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However, cosmetic users are not only limited to women since men and even children are also exposed to cosmetic products. Also, with the advent and liberation of the LGBT (Lesbians, Gays, Bisexuals & Transgenders) sector, the range of cosmetic users has become vast. And this very large extent of cosmetic users might not be aware of its contents and the hazards it may bring them.

A portion of these cosmetic users who are not that aware of its contents and their effects are students. With courses that require good grooming such as personality development courses and other media-related courses like production, photography and character design, students are exposed into using cosmetics without being cautious of its effects. And for that purpose, they tend to buy cheap cosmetic products that are readily available and within the reach of their allowances. Thus, it is apt to assess not only the awareness of these students with regards to the contents of the cosmetic products they use. In order to know this, it is essential to determine if these students utilize their reading skills in order to be aware of the cosmetic contents.

What's in their cosmetics?

According to the Environmental Working Group's series of "skindeep research" (which analyze the ingredients and list the potential dangers), surveys show that on average, women use 12 products containing 168 ingredients every day; men use 6 products with 85 ingredients (EWG 2004); and children are exposed to an average of 61 ingredients daily (EWG 2007a).

In Collective Evolution.com's article *You Have the Right to Know*, listed were seventeen (17) chemicals to avoid in cosmetic and personal care products.

1. ***Parabens*** *are used in makeup, moisturizers, shampoos etc. May interfere with hormone function. Associated with breast cancer. Widely used even though they are known to be toxic.*
2. ***DEA (diethanolamine), cocamide DEA and lauramide DEA*** *are used in creamy and foaming products such as moisturizer, shampoo. DEA and its compounds cause mild to moderate skin and eye irritation and can react to form cancer-causing nitrosamines.*
3. ***Dibutyl Phthalate or DBP*** *used mainly in nail products as a solvent for dyes and as a plasticizer that prevents nail polishes from becoming brittle. Toxic to reproduction and may interfere with hormone function.*
4. ***BHA (butylated hydroxyanisole) and BHT (butylated hydroxytoluene)*** *are closely related synthetic antioxidants used as preservatives in lipsticks and moisturizers, among other cosmetics. The International Agency for Research on Cancer classifies BHA as a possible human carcinogen.*
5. ***Coal Tar Dyes*** *present as P-PHENYLENEDIAMINE in hair dyes and colours identified as "C.I." followed by five digits in other products. Potential to cause cancer and can be contaminated with heavy metals toxic to the brain.*
6. ***Formaldehyde-Releasing Preservatives*** *Look for DMDM HYDANTOIN, DIAZOLIDINYL UREA, IMIDAZOLIDINYL UREA, METHENAMINE, or QUARTERNIUM-15. Widely used in hair products, moisturizers, etc. Formaldehyde causes cancer.*
7. ***Synthetic fragrances and Parfum*** *are widely used even in some products marketed as "unscented" often the last ingredient. Mixture of chemicals that can trigger allergies and asthma. Some linked to cancer and neurotoxicity.*
8. ***PEGs (polyethylene glycols)*** *are widely used in conditioners, moisturizers, deodorants, etc. Can be contaminated with 1, 4 dioxane, which can cause cancer.*
9. ***Petrolatum*** *are found in hair products, lip balm, lipstick, skin care products. Petroleum product that can be contaminated with cancer-causing impurities.*
10. ***Mineral Oil (Most harmful when poorly refined)*** *In many other care products such as baby oil, body lotions, soap and makeup. Mineral oil is a petroleum by-product which*

cloggs the pores and interferes with the skin's ability to eliminate toxins, promoting acne and other disorders. Slows down skin function and cell development, resulting in premature aging. May be contaminated with PAHs (carcinogens).

11. ***Siloxanes (Cyclomethicone and ingredients ending in "siloxane" (e.g., cyclotetrasiloxane)*** *are widely used in moisturizer, makeup, hair products, etc. Can interfere with hormone function and damage the liver.*
12. ***Sodium Lauryl Sulfate (SLS) and Sodium Laureth Sulfate (SLES)*** *are found in products that foam such as shampoo, cleansers, bubble bath. SLES can be contaminated with 1,4-dioxane, which may cause cancer. SLS may damage liver, irritates skin, eyes and respiratory tract.*
13. ***Triclosan*** *is found in "anti-bacterial" products such as toothpaste, soaps, hand sanitizers. May interfere with hormone function.*
14. ***Chemical Sunscreens (Retinyl Palmitate, Oxybenzone and Octyl Methoxycinnamate)*** *When many of the chemicals used in popular sunscreens are exposed to sunlight, reactions occur between the sunscreen's active and inactive ingredients and the epidermis. Toxic reactions include inflammation, dermalogical effects, allergic reactions and photogenotoxic (DNA altering) effects. Chemical sunscreens have ingredients that actually promote cancer.*
15. ***Aluminum*** *is a common ingredient in deodorant and mostly antiperspirant. It is often linked to Alzheimer's and brain disorders and is a possible risk factor in breast cancer. Aluminum-based compounds in antiperspirants form a temporary plug within the sweat duct that stops the flow of sweat to the skin's surface, which forces toxins to flow back into the bloodstream.*
16. ***Heavy Metals: Lead, Mercury, Cadmium, Arsenic, Nickel and More*** *Heavy metals can build up in the body over time and are known to cause varied health problems, which can include: cancer, reproductive and developmental disorders, neurological problems; memory loss; mood swings; nerve, joint and muscle disorders; cardiovascular, skeletal, blood, immune system, kidney and renal problems; headaches; vomiting, nausea, and diarrhea; lung damage; contact dermatitis; and brittle hair and hair loss. Many are suspected hormone disruptors and respiratory toxins, and for some like lead, there is no known safe blood level.*
17. ***Talc*** *is commonly found in baby powders, face powders, body powders. Talc is a known carcinogen and is a major cause of ovarian cancer. It can be harmful if inhaled as it can lodge in the lungs, causing respiratory disorders. Since the early 1980s, records show that several thousand infants each year have died or become seriously ill following accidental inhalation of baby powder.*

The NEED to be aware of the contents

It has been a question as to why there is a need to be aware of the contents of these cosmetic products. Since most of these products are used as frequently as multiple times each day while few are just used rarely in a month, it is very interesting to know whether the users are aware of what might be the effects of the products they use – aside from its beautifying effects.

Previous researches revealed that certain cosmetic ingredients pose serious health hazards to its users. In the studies of Li, S.J. et al (2010), Tang, H.L. (2006) and Oliveira, D.B. et al (1987), skin whitening creams have been found laden with mercury which caused the kidney damage of users from China, Hong Kong and the United Kingdom (Mercury Policy Project.org).

Needless to say, there is a need to be aware of the contents so users would be informed of what might happen [to us] with the prolonged use of these products. Knowing what's in the product and its effect on the body will make you more aware in the long term (Sharma, undated).

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Thus, this study aims to determine whether the students are aware about the contents of the cosmetic products they use and how aware are they about the effects of the contents of the cosmetics they use. In the process, this will also check whether the students read the labels of cosmetic products they use.

The respondents in this study are the BA Communication students who are taking up subjects like Character Design, Production Design, Introduction to Film and Photography where they are at a high level of exposure to the cosmetic products and its effects.

METHODOLOGY

This study is a descriptive type of research which aimed to determine the awareness of the respondents on the contents of the cosmetic products they use.

Data collected in this study came from a thirteen-question survey which was administered to twenty-nine (29) Bachelor of Arts in Communication students though the target was the total enumeration of the BA Communication students.

Through the survey, the respondents were asked about the frequency of their use of the different cosmetic products wherein they checked the column if they use the product once a month, once a week, multiple times a week, once a day or multiple times a day. Part II of the survey is a five-point Likert scale which asked the students whether they read the labels of the cosmetic products that enables them to check for its contents. The highest point is five (5) which is equivalent to Always; Often (4), Sometimes (3), Seldom (2), Never (1). And the third part of the survey asked about the level of their awareness about the contents and effects of the cosmetic products where 5 is the highest and 1 is the lowest.

RESULTS AND DISCUSSION

Based on the first part of the survey regarding the frequency of use of the given cosmetic products (Fig. 1), focus was drawn on those products that the students use multiple times a day. Since they put it in their bodies not only once a day, their exposure to the hazards of these cosmetic products' contents are at a higher level.

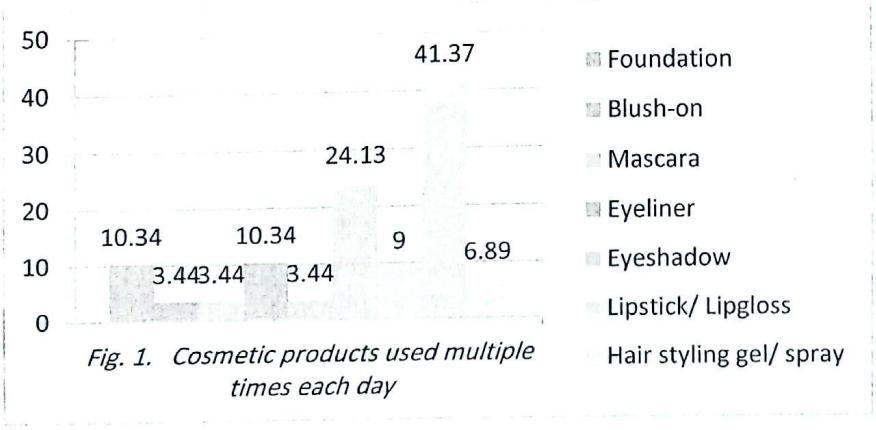

Fig. 1. Cosmetic products used multiple times each day

Of the 29 respondents, 41.37% uses perfume or cologne which contains certain ingredients that can trigger allergies and asthma. While 24.13% uses lipstick or lip gloss which contain certain amount of heavy metals such as lead and mercury (EWG SkinDeep Database). Foundation and eyeliner are used by 10.34% of the students, 9% uses hair styling gel or spray, and 3.44% uses blush-on, mascara and eye shadow.

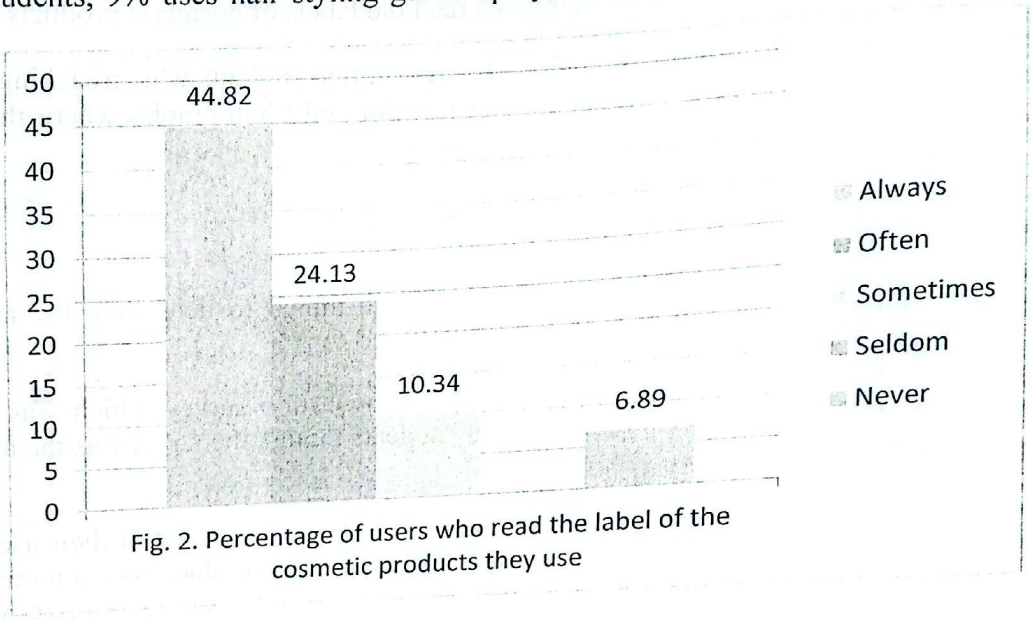

Fig. 2. Percentage of users who read the label of the cosmetic products they use

From the percentages of the respondents who use the various cosmetic products multiple times a day, 44.82% always read the labels of the cosmetic products (See Fig. 2). Those who often read the labels were 24.13% of the total respondents while 10.34% read the labels sometimes. And the remaining 6.89% never read the labels of their cosmetic products. This only means that when it comes to utilizing one of their four macro skills which is reading, only about one fourth of them read the labels of these products which they always bring with them.

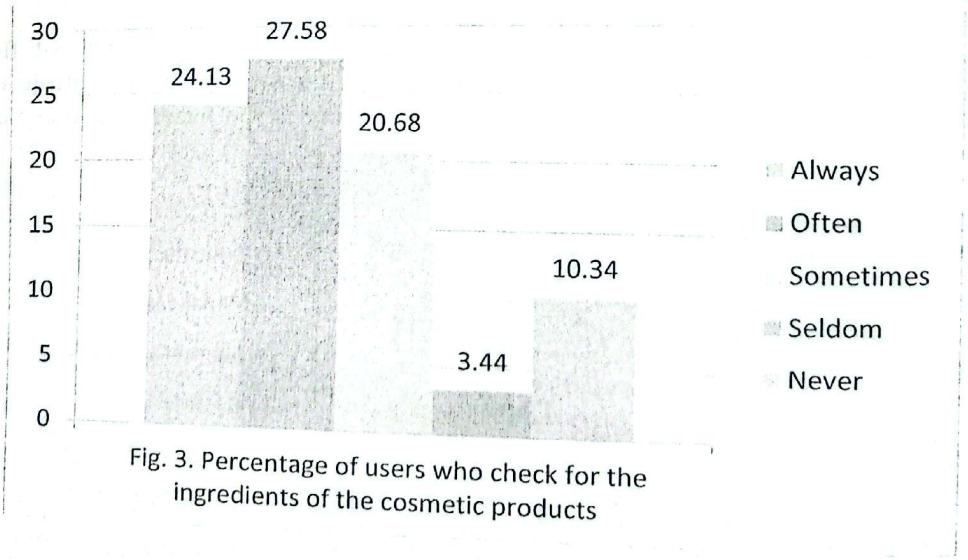

Fig. 3. Percentage of users who check for the ingredients of the cosmetic products

But aside from reading the label, checking for the ingredients of the cosmetic products is quite essential. In this end, 24.13% always check for the ingredients while 10.34% never check the ingredients of the cosmetic products they use in their bodies.

When consumers read the labels of the products that they use, they usually become informed about the contents and effects of the products. Based on the question about their knowledge of the ingredients in the cosmetic products that they use, majority of the respondents equivalent to 34.48 % are knowledgeable about the contents of the cosmetic products that they use (see Fig. 4) while 41.37% are aware of the effects of the ingredients in the cosmetic products (see Fig. 5).

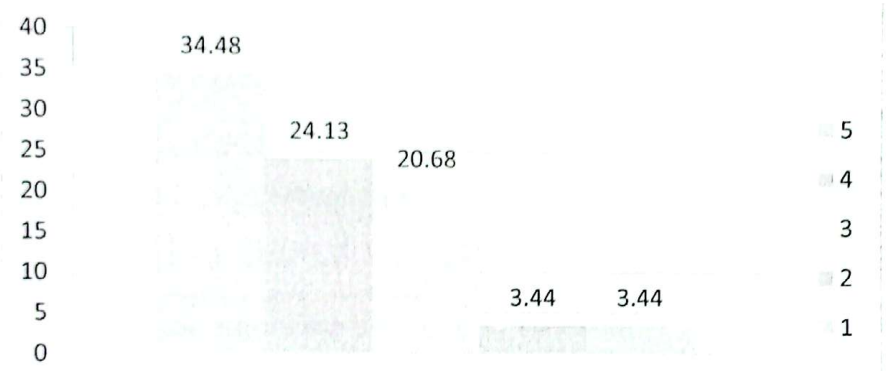

Fig. 4. Percentage of cosmetic users who are knowledgable about the ingredients

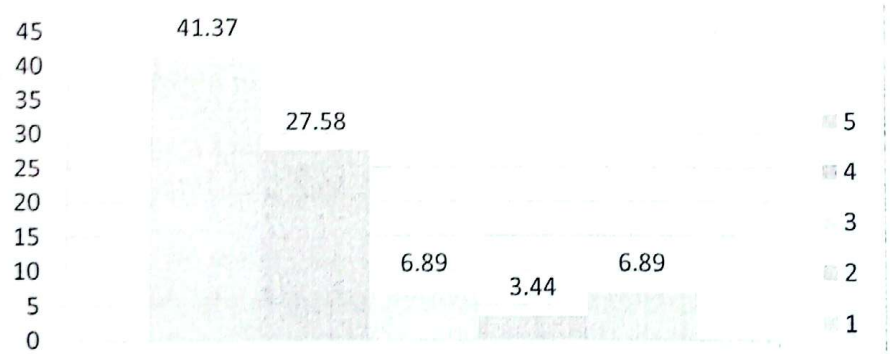

Fig. 5. Percentage of the cosmetic users' awareness on the effects of the ingredients

By developing a habit of reading the label of the cosmetic products and checking for its contents, one becomes an informed consumer.

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And since the respondents in this study are the BA Communication students who are future med practitioners, they can be of help in disseminating information regarding the effects of the cosme products which can make a lot of people aware of it.

CONCLUSION

In view of the findings, it is concluded that:

1. 41.37% of the respondents are aware of the effects of the ingredients in the cosmetic produc they use, and
2. Majority of them (with 44.82%) always read the labels of the cosmetic products.

RECOMMENDATION

The following recommendations are offered:

1. Further studies with greater number of respondents may be conducted so results can be mo substantive.
2. As future media practitioners, BA Communication students may promote awareness abo the effects of the cosmetic contents through the use of different media.

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BACHELOR OF ARTS IN COMMUNICATION GRADUATES: A TRACER STUDY

ABSTRACT

The quality of education that the school gives reflects on its graduate's employment. Graduates are expected to be technically competent and ready for the demands of their fields where their skills can be put to good use. Developed Competency is the result of integrative learning experiences in which skills, abilities and knowledge interact as the result of enrollment in an institution of higher education. This study aims to determine the status of the AB communication graduates that are employed as well as their developed competencies.

The researcher used descriptive survey through purposive sampling.

The study revealed that the most competent skill needed in their field is the effective expressing of ideas in oral and written and creating and editing videos, photos and music. Majority of the jobs of the graduates are related to their course and is in the private sector. Most of them landed their first job within the period of three months.

Moreover, the researcher recommended that the school have continuous profiling of the graduates employment status and their developed competencies to monitor the development of the students to improve the quality education.

INTRODUCTION

The quality of education that the school gives reflects on its graduate's employment. Graduates are expected to be technically competent and ready for the demands of their fields where their skills can be put to good use. The school shapes and molds the students by developing their skills and knowledge in the different aspects related to their fields. This serves as their edge in their respective fields to be more competitive. The needs of the communication industries should be met by the school which should be responsive to the needs of the society.

According to Balimbing (2014), institutions of higher learning are considered the primary sources of quality manpower, technology and knowledge of any nation in its attempt to achieve the desired level of development. Education is the need of the present and the demand of the future. The world needs to offer educational programs that will prove to be beneficial for the society. Not only it is important to offer educational programs that meet the needs of today and also meet the predicted demands of tomorrow, but it is more important to ensure that the programs are of good quality.

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Using purposive sampling procedure, the respondents were identified. These samples are the employed graduates to whom the survey questionnaire was delivered through personally, e-mail, or cell phone.

Retrieval of the questionnaire was through the same medium used in the distribution of the research instrument. With the retrieved questionnaire, the data was analyzed to determine the graduates' status of employment, their developed competencies, the period of time they waited before they were able to land for a job upon finishing their degree and the skills to be further developed by the students currently taking AB Communication.

The interview was employed as a technique in gathering data and information needed in this study. Interview was conducted to selected graduates from each batch to document their recommendations and suggestions in improving the quality of education this school gives presented in multimedia and other concerns about this research.

The study, a descriptive research describes the status of employment of the graduates their developed competencies, the period of time they waited before they landed for a job upon finishing their degree and the skills needed to be further developed among students currently enrolled to have a better chance of employment as perceived by the graduates.

Presentation, Analysis and Interpretation of Data

Table 1. Demographic Profile of AB Communication Graduates

Profile	Frequency	Percentage
Employment Status		
Employed	32	57%
Unemployed	24	43%
Civil Status		
Single	51	91%
Married	5	9%
Place of Work		
Within the province	9	28%
Outside the province	22	69%
Outside the country	1	3%
Gender		
Male	10	31%
Female	22	69%
Total	32	100%

Table 1 shows the demographic profile of the respondents that out of 67 graduate there 56 who respond and out of the 56 graduates, 32 or 57% are currently employed and 24 o

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43% are unemployed. The 51 or 91% remain single while five or 9% are married as to the civil status of the graduates. There are ten or 31% male and 22 or 69% are female.

As regard the place of work condition, nine or 28% work within the province while 22 or 69% work outside the province and one or 3% works outside the country.

The identified 32 or 57% employed Ab Communication Graduates were the only respondents for the developed competencies since the researcher used a purposive sampling in order to see whether the developed competencies of the students match with the jobs they have acquired.

Table 2. Summary of Sector of Company, Positions Held by Respondents, Tenure of Employment, Nature of Employment and Period of Time Respondents Waited Before Landing for a job.

Employment Status	Frequency	Percentage
Jon Related to the Degree Course of the Respondents		
Marketing Assistant	1	3.12%
Sales Representative	2	6.25%
Secretary	1	3.12%
Free Lance (writer)	1	3.12%
Customer Service Assistant	1	3.12%
Telequalifier	1	3.12%
Technical Copy Editor	1	3.12%
Executive Interviewer	1	3.12%
Administrative Aide	1	3.12%
Office Staff	6	18.75%
Support Staff	1	3.12%
Assistant Manager	1	3.12%
Total	18	56.25%
Non-related Job or Position		
Enumerator	1	3.12%
Account Specialist	1	3.12%
Account Executive	2	6.25%
Cashier/Sales Assistant	1	3.12%
Gallery Ambassador/ Attendant	2	6.25%
Channel Sales	1	3.12%
Inspector	1	3.12%
Rank and File	1	3.12%
Operation Officer	1	3.12%
Receiving Clerk	1	3.12%
Financial Statement Representative	1	3.12%

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Trusted Advisor	1	3.12%
Total	14	43.75%
Tenure of Employment		
Contractual	22	68.8%
Regular/Permanent	10	31.2%
Nature of Employment		
Government	8	25%
Private	22	69%
Self-Business	2	6%
Period of Time Waited upon Graduation Before Having a Job		
1 to 3 months	21	65.6%
3 to 6 months	8	25%
6 months to 1 year	3	9.4%

Table 2 shows the summary of sector of company, positions held by the respondents tenure of employment, and nature of employment and period of time waited upon graduatio before they were able to land for a job.

Eighteen or 56.25% of the respondents are employed in line with their degree and 14 o 43.75% are employed but not related to their degree. The job description of the related and no related job is based on the Ched Memorandum for BA Communication Course. The tenure o employment shows that 22 or 68.8% are still contractual and ten or 31.2% are now regular o permanent in their jobs. In terms of nature of employment, there are eight or 25% said the were able to be hired within one to three months, eight or 25% said they waited for three to si months and three or 9.4% said they waited for six months to one year.

Table 3. Summary of Developed Competencies of AB Communication Graduates

Developed Competencies	Frequency	Percentage	Rank
Introduction to Mass Media			
Writing Only	1	3.12%	1
Verbal/Oral Only	2	6.25%	2
Both Writing and Oral	31	96.87%	1
Introduction to Communication Theory			
Interpersonal Communication	3	9.37%	2
Group Communication	2	6.25%	3
Organizational Communication	2	6.25%	3

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Mass Communication	31	96.87%	1
Organizational Communication			
Human Relation	14	13.75%	1
Conflict and Negotiation	2	6.25%	3
Corporate Communication	4	12.5%	2
Use of Information and Technology	14	43.75%	1
Use of Organizational Communication Structure	1	3.12%	4
Communication Society			
Disseminating Information	28	87.5%	1
Informing the Public about the Government	7	21.87%	4
Educating the People	8	25%	3
Entertaining the People	9	28.12%	2
Public Relation			
Creating and Using Campaigns for Education	16	50%	1
Creating and Using Campaigns for Government	13	40.62%	2
Creating and Using Campaign Business and Industry	16	50%	1
Other Industries	0	0%	3
Advertising Principles and Practices			
Personal Selling	5	15.62%	3
Merchandising	0	0%	6
Advertising	15	46.87%	2
Public Relation	19	59.37%	1
Publicity	1	3.2%	5
Sales Promotion	3	9.37%	4
Communication Management and Entrepreneurship			
Financing	3	9.37%	3
Planning	26	81.25%	1
Budgeting	4	12.5%	2
Human Resource Managing	4	12.5%	2
Media Writing			
Gathering and Disseminating News through Print Media	12	37.5%	2
Gathering and Disseminating News through Broadcast Media	26	81.25%	1
Gathering and Disseminating News through Other Media (computer)	3	9.37%	3
Media Writing			
Writing Articles about News	17	53.12%	1
Writing Articles about Feature	5	15.62%	4
Writing Articles about Editorial	1	3.12%	5
Writing Articles about Sports	6	18.75%	3

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Writing Articles about Entertainment	15	46.82%	2
Writing Articles about Business	0	0	6
Broadcasting Principles and Practices Reporting Journalism and Practices			
News Gathering	18	56.25%	1
News Reporting	13	40.62%	2
News Publication	4	12.5%	3
Broadcasting Principles and Practices Reporting Journalism and Practices			
Gathering Data through Interview	23	71.87%	1
Gathering Data through Actual Coverage	15	46.82%	2
Gathering Data through Reading Documents	7	21.87%	3
Broadcasting Principles and Practices Reporting Journalism and Practices			
Writing for Print Media	5	15.62%	2
Writing for Broadcast Media	3	9.37%	3
Writing for Audio Visual Media	1	3.12%	4
Writing for both Print Media and Broadcast Media	23	71.87%	1
Radio and Television Production			
Television Script	27	84.37%	1
Radio Script	13	40.62%	2
Theater Play Script	6	18.75%	3
Radio and Television Production			
Making News Production	16	50%	1
Making Drama Production	5	15.62%	4
Making Comedy Production	0	0%	7
Making Variety Production	14	43.75%	2
Making Documentary Production	10	31.25%	3
Making Talk Show Production	10	31.25%	3
Making Music Production	3	9.37%	5
Other (Theater Play)	1	3.12%	6
Radio and Television Production			
Screen Writing for Melodrama	23	71.87%	1
Screen Writing for Comedy	2	6.25%	4
Screen Writing for Fantasy	0	0%	5
Screen Writing for Horror	4	12.5%	3
Screen Writing for Suspense/Action	11	34.37	2
Others	0	0%	5
Media Laws and Ethics			
Following the Journalist Code of Ethics	24	75%	1

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Using Emerging Technologies in Gathering News and Reporting	14	43.75%	2
Appreciating of Ethical Behavior and Respect for Others	1	3.12%	3
Analyzing the Impact of Traditional Laws	0	0%	4
Introduction to Film			
Script Writing	15	46.82%	1
Film Editing	2	6.25%	5
Handling Cinematography Aspect	4	12.5%	4
Technical Aspect	7	21.87%	3
Directing	9	28.12%	2
Introduction to Development Communication			
Creating and Sing Comics	0	0%	4
Creating and Using Streamers/Tarpaulins	17	53.12%	1
Creating and Using Brochures/Invitations	6	18.75%	3
Creating and Using Posters	11	34.37%	2
Competent in Creating Flyers	0	0%	5
Introduction to Information/Communication Technology			
Making Text and Graphics	6	18.75%	2
Animating Text and Graphics for Publication and Presentation	1	3.12%	3
Creating and Editing Videos, Photos, Music	17	53.12%	1
Theater			
Acting	9	28.12%	2
Directing	9	28.12%	2
Production Design	13	40.62%	1
Technical Aspect	13	40.62%	1
Photography			
Taking Pictures of News	17	53.12%	1
Writing Captions/News Based on Pictures	3	9.37%	3
Creating a Photo Essay	2	6.25%	4
Camera Shots/Angles	11	34.37%	2

Table 3 shows the summary of developed competencies of AB Communication graduates. These competency standards are based on their subjects in CHED Memorandum regarding the skills that should be developed and acquired by Communication Students.

In the Introduction for Mass Communication 31 or 96.87% said that the most developed competency is both writing and verbal.

In Communication Theory or 96.87% said that they are more competent in Mass Communication.

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In Organizational Communication 14 or 43.75% said that they are competent in Human Relation and Use of Information Technology.

In Communication Society 28 or 87.5% said that they are competent in using themselves in terms of disseminating information.

In Public Relation 16 or 50% said that they are competent in creating and using campaigns for Education and Business and Industry.

In Advertising, 19 or 59.37% said that they are competent in Public Relation.

In Communication Management and Entrepreneurship, 26 or 81.25% said that they are competent in Planning.

In Media Writing 26 or 81.25% said that they are competent in Broadcast Media and 17 or 53.12% said that they are competent in writing for news articles and 18 or 56.25% said that they are competent in news gathering.

In Journalism Principles and Practices and Broadcasting, 23 or 71.87% said that they are competent in Interviewing, 23 or 71.87% said that they are more competent in using both print and media. 27 or 84.37% said that they are more competent in writing television script, 16 or 50% said that they are more competent in making news production and also in film genre, 23 or 71.87% said that they are more competent in writing melodrama.

In Media Laws and Ethics, 24 or 75% said that they are more competent in following the Journalist Code of Ethics in Reporting.

In Introduction to Film, 15 or 46.82% said that they are more competent in Script writing.

In Development Communication 17 or 53.12% said that they are more competent in creating and using streamers and tarpaulins.

In Information and Communication Technology 17 or 53.12% said that they are more competent in Creating and Editing.

In Electives subjects such as Theater, 13 or 40.62% said that they are competent in Production Design and Technical aspect. In Photography, 17 or 53.12 said that they are more competent in taking pictures. These electives subjects are mostly needed in their field.

Table 4. Summary of the Most Important Competency for the Graduates in their Employment

Competencies	Frequency	Percentage	Rank
Effective Expressing of Ideas in Oral and in Written	19	59.37%	1
Familiarizing Oneself in Using Computer Soft Wares	16	50%	2
Clear and Effective Writing of Different Types of Articles	1	3.12%	8

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Application of Public Relation Skills	11	34.37%	3
Application of Film Making Skills	3	9.37%	6
Application of Code of Ethics	0	0%	9
Familiarizing Oneself in the Different Forms of Media	6	18.75%	4
Application Management Skills	1	3.12%	8
Familiarizing Oneself with the Different Uses of Television and Radio Technique and Equipment	5	15.62%	5
Basic Skills in Gathering Information	2	6.25%	7
Creating and Editing Videos, Photos, Music	19	59.37%	1

Table 4 shows the most important competency for the graduates in their employment. It shoes that 19 or 59.37% said that both effective expressing of ideas in oral and written and creating and editing videos, photos, and music are the most important competencies in their fields.

Table 5. Suggestions of the Respondents

Suggestions of the Respondents	Frequency	Percentage	Rank
More realistic exposure with the actual working environment	11	34.37%	1
Upgrading of the facilities/technical aspect	5	15.62%	3
Development of creative/artistic skills of students in presenting ideas	3	9.37%	4
Development of students' skills in Editing and Multimedia Presentation	8	25%	2
Development of students' administrative skill	1	3.12%	6
Development of skills in using computer soft wares	1	3.12%	6
Development of skills in familiarizing with the radio and TV technique	2	6.25%	5
Additional subject regarding Event Communication	1	3.12%	6
TOTAL	32	100%	

Table 5 shows the suggestions of the respondents in the improvement of the quality of education this school gives and would most likely be helpful to the future graduates.

The result revealed that more realistic exposure with the actual working environment with the frequency of 11 or 34.37% said that this will mostly help the students in developing their competent skills, followed by eight or 25% with the suggestions of developing skill of students in terms of editing and multimedia presentation.

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The presentation also suggested that upgrading of the facilities and technical aspects will also be helpful with the frequency of five or 15.62%

Students should develop creative and artistic skill in their presentation of ideas; three or 9.37% suggested this.

Graduates also suggested that developing administrative skills, using computer soft wares and adding subject about Event Communication will be also helpful with the same frequency of one or 3.12%.

Table 6. Problems Encountered by Graduates in their Jobs Related to their Course

Problems Encountered Related to their Course	Frequency	Percentage	Rank
Lack of Knowledge and skill in technical aspect such as editing	8	25%	2
Effective expressing of ideas in English as communication skill	5	15.62%	3
Lack of knowledge and skill in writing different communication letters	9	28.12%	1
Lack of knowledge and skill in creating concept proposals	1	3.12%	5
Proper use and application of radio and television	3	9.37%	4
Development of skills in using computer soft wares equipment and technique	1	3.12%	6
Lack of enough experience in the On The Job Field Training in radio, tv, print, and production	5	15.62%	3
Creating and Knowledge in Multimedia Presentation	1	3.12%	5

Table 6 shows the problems encountered in their jobs related to their course wherein graduates said that nine or 28.12% lack knowledge and skill in writing different forms of communication letter. Another problem was the lack of knowledge and skill in technical aspect with eight or 25% had experienced. Effective expressing of ideas in English as communication skill and lack of enough experience in the On The Job Field Training in radio, tv, print, and production were only mentioned by five or 15.62% of the respondents. Proper use and application of radio and television equipment and technique was also one of the problems encountered by the graduates where three or 9.37% said it. Lack of knowledge and skill in creating concept proposals and creating and knowledge in Multimedia Presentation were also mentioned by one or 3.12%

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Summary

Bachelor of Arts in Communication Graduates: A tracer Study was conducted to find put the employment status of the graduates after completing their degree course, the developed competencies they have acquired in MSC and the period of time they waited before landing their job the problems encountered in their job related to their field. This study shows the competency of the graduates.

In light of the findings, the following conclusions were drawn:

1. In the demographic profile of the respondents, the study shows that most of them are female, single, and currently employed outside the province.

2. In terms of employment status, graduates fall under, Marketing Assistant, Sales Representative, Secretary, Freelance, Customer Service Assistant, Telequalifier, Technical Copy Editor, Executive Interviewer, Administrative Aide, Office Staff, Assistant Manager, Enumerator, Account Executive, Account Specialist, Cashier/Sales Assistant, Gallery Ambassador/Attendant, Channel Sales, Inspector, Rank and File, Operation Officer, Receiving Clerk, Financial Statement

Representative and Trusted Advisory. Majority of the graduates are currently employed in line with their finished degree and are in the Private Sectors.

3. Most of the graduates landed their first job within the period of three months which shows that they are competent in terms of employment.

4. The graduates also identified their most competent skills in terms of their subjects like the effective expressing of ideas in oral and written and the creating and editing videos, photos and music.

5. The graduates also gave some suggestions for the improvement of the quality education of this school; more realistic exposure with the actual working environment, development of skills of students in editing and multimedia presentation, upgrading of the facilities and technical aspects, development of students' creative and artistic skill in presentation of ideas, development of administrative skill, and the use of computer soft wares and adding of subjects in Event Communication will be also helpful for the students and future graduates.

6. Graduates said that the problems they have encountered in their jobs related to their course are the following: lack of knowledge and skill in technical, effective expressing of ideas Training in radio, tv, print, and production, proper use and application of radio and television equipment and technique, lack of knowledge and skill creating concept proposals and creating and knowledge in Multimedia Presentation.

In light of the findings, the following recommendations were drawn:

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1. The School of Arts and Sciences may review the curriculum to see where they can include the practice of writing different communication letters.

2. The School of Arts and Sciences may integrate activities that will expose the students to some aspects of their related field aside from their OJT starting with the first year level.

3. The Communication Society and the School of Arts and Sciences Organization may organize seminars and trainings related to their field such as hands on in Editing.

4. Teachers may be innovative in their teaching strategy related to the students' field of specialization.

5. There may be upgrading of the facilities in the laboratory letting students to use them to apply the theory they have learned for better understanding.

6. Subject descriptions under the curriculum may be studied to see whether teachers' course syllabi are equipped with the right knowledge and skills to be shared to the students.

7. Evaluation at the end of each semester for the students may be measured whether they have met the competencies they may acquire.

8. Evaluation at the end of each semester for the students may be measured whether they have met the competencies they may acquire.

9. The School of Arts and Sciences may have a continuous profiling of the graduates to monitor their employment status.

Multimedia Concept Proposal

Title: Developed Competencies of Bachelor of Arts in Communication Graduates: A Tracer Stud

Running Time: 8 minutes

Medium: Television

Format: Multimedia

Target Audience: The School of Arts and Sciences

Introduction:

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Institutions of higher learning are considered the primary sources of quality manpower, technology and knowledge of any nation in its attempt to achieve the desired level of development. Education is the need of the present and the demand of the future. The world needs to offer educational programs that will prove to be beneficial for the society. Not only is it important to offer educational programs that meet the needs of today and also meet the predicted demands of tomorrow, but it is more important to ensure that the programs are of good quality. One of the purposes of HE is to help students improve their higher level competencies and skills to enhance their long term employability.

Developed Competencies of Bachelor of Arts in communication Graduates: A Tracer Study was conducted to find out the employment status of the graduates after completing their degree course, the developed competencies they have acquired in MSC and the period of months they waited before landing to their job. This study shows how competent the graduates are.

Through multimedia presentation the researcher will show the busy life in a city depicting such competencies and what life waits on the graduates. The researcher will document and show the process of gathering the data needed in interpreting and completing her study. Lastly, the researcher will feature graduates per batch to justify the study and to give further recommendations for the schools quality education improvement.

The said multimedia will first show the busy life of in Manila where there is great competency for the students upon finishing their degree. This will show the contemporary world of great competency. The second part will feature the MSC. Afterwards is the documentation in processing the data gathering and the last part will be recommendations and suggestions of some selected respondents from each batch.

Objectives:

1. To be able to document and show the developed competencies of the graduates that will serve as the schools evaluation upon what quality of education they produced.
2. To be able to document and show the employment status of the graduates.
3. To feature selected respondents and give their comments and suggestions to the School of Arts and Sciences.
4. To feature the kind of life that awaits for the AB Communication students after graduation.

The message of this multimedia is to show that school is an important factor in developing and molding future graduates that are competent in their field in order to achieve a

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meaningful employment. The graduates are the measure of the quality of education that schools give.

This multimedia would also like to emphasize that students in province can be competent enough to work in the city.

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SPEECH COMMUNICATION OF MILD STROKE PATIENTS

ABSTRACT

The general objective of the study was to determine the speech communication of mild stroke patients specifically the part of their brain that had been damaged after they had the mild stroke and the possible effects of that brain damage in their speech delivery.

This study was a documentary analysis. CT-scan results of three mild stroke patients were used in the study with the opinion of a medical doctor in gathering the data needed.

Results of the study have shown that repetition of syllable, stammering and blurring of words were the possible effects on the speech delivery of all the mild stroke patients who suffered left brain damage after mild stroke.

INTRODUCTION

The brain is divided into two parts, the right and the left hemisphere. These two hemisphere have their own functions in language. Based in studies, the right hemisphere is responsible for storing and processing of formulaic speech while left hemisphere is associated with the creative language use.

There have been several diseases that affect the brain, thus, also affecting the delivery of speech of the patient. One common disease that has a great impact in the brain is stroke. It is a debilitating attack that strikes the brain but can also affect the whole body. Stroke can be caused by a clot or a hemorrhage in a blood vessel in the brain and when blood supply is cut off. A stroke can affect cognition, and even the ability to speak and to communicate.

Aside from the fact that stroke affects the whole body of a stroke patient also affects his speech delivery. On the other hand, communication is a two-way process by which is an information is exchanged between or among individuals through a common system of symbols, signs and behavior (Martinez, p. 1). Therefore, in a communication language is the tool being used.

While speech refers to the process associated with the production and perception of words used in spoken language, many skills are required for speech and language to develop effectively and there are many ways in which speech development can go wrong. Some people may have difficulty in moving the muscles that control speech while others cannot understand how a conversation works or the meaning of a sentence.

According to Williamson (2010) speech difficulty includes problem in articulation (making speech sound) and phonology (using speech sound in correct way). Moreover, according to Irish Association of Speech Language Therapist (IASLT), this is because the brain controls the muscle of speech, as well as houses own language centre which helps to understand and use word and sentences. If the muscles of speech are affected, speech may sound slow and slurred and difficult to understand.

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Therefore, this study aimed to find out the effects of stroke to speech delivery of the patients.

METHODOLOGY

This chapter discusses on the research design, samples, research instrument and procedure that will be the guide of the study.

This documentary analysis attempted to determine which part of the brain is affected if the patient had stroke and to describe the possible effects of their speech delivery.

The subjects of this study were three mild stroke patients: first, a 52 years old male from Mogpog who had stroke last 2012; second, a female from Gasan who had stroke last 2010; and the third, a male, 60 years old from Boac who had stroke last 2012.

Two types of instrument were used in data gathering, a CT scan result and the interview with the subject.

Video recorder was also used for recording and transcription of the interview.

An initial step, permission was sought from the respondents on the conduct of the study, then they were asked to give their demographic profile in terms of age, gender and status in life. After getting the respondents' profile, they were interviewed with several questions related to the study. In addition, the patient-respondents were requested to have a copy of their medical documents specifically the result of CT-scan. An interview with a physician regarding the patients' case was conducted at his clinic, the Infant Jesus Pharmacy. After collecting the documents and transcribing all of the interviews, the data were analyzed and interpreted.

Presentation, Analysis and Interpretation of Data

Table 1. Type of Stroke and the Date The Patients Encountered Stroke

Subject	Type of Stroke	Date
Patient 1	Ischemic Stroke	May 31, 2012
Patient 2	Ischemic Stroke	December 10, 2010
Patient 3	Ischemic Stroke	October 19, 2011

Table 1 shows the types of stroke and the dates of their attacks among the three mild stroke patients. Patient 1 had ischemic stroke affecting right side of the body last May 31, 2012; patient 2 had ischemic stroke affecting the left side of the body last December 10, 2010; and patient 3 had also ischemic stroke affecting the left side of the body last October 19, 2011.

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Table 2. Findings on the Speech Delivery of Ischemic Stroke Patients

Subject	Result/Findings based on CT Scan	Possible Effects in the Speech Delivery (According to the Doctor)	Observed Effects on the Patient (Researcher's Observation)	Effects Noticed by the Patients
Patient 1	Considered acute infract, left lentiform nucleus and left centrum semiovale	Slurred speech Repetition of Syllables Weakness of Right upper and Lower extremities	Stammering Blurring of words Repetition of syllable Right side of the body is weak	The words are vague especially when the pacing of speech delivery is fast. Repetition of syllables occurred. Stammering also occurred.
Patient 2	Normal plain cranial CT as of this study.	Speech not affected Has spastic paralysis on the left arm and leg	Left hand and left foot paralyzed No effect in the speech delivery	No problem in speech delivery
Patient 3	Normal cranial CT scan	Speech not affected Has spastic paralysis on the left arm and leg	Left hand and left foot No effect in the speech delivery	No problem in speech delivery Left arm and leg is paralyzed

Table 2 shows the findings based on the CT scan of three stroke patients. The first respondent's affected area is the left hemisphere which speech problem. He experiences blurring, repetition of words and stammering, his right body is also weak. This patient has doctors, they give the same opinions on the effects of stroke to the patients. This patient has a speech problem: stammering, blurring of words and weakness in the right side of the body; Patient 2 on the other hand has normal CT scan, there is no problem in her speech delivery, the doctor said there is really a possibility that a speech problem in her speech may occur but not to all stroke patients. During the interview, no speech delivery problem was noticed; however, the left side of her body is weak. In the case of patient 3, he has normal CT scan and also has no problem in speech delivery but the left side of his body is paralyzed. The doctor also stated that not all stroke patients may encounter speech problems.

The results of this study state that Neurofunctional Theory of Lamandella. Neurofunctional theory considered the contribution of the left hemisphere and the right

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hemisphere of the brain. Right hemisphere functioning is generally associated with holistic processing, it has been suggested (e.g by Obler 1981; Krashen 1981) that right hemisphere is responsible for the storing and processing of formulaic speech. Left hemisphere functioning, in general the left hemisphere is associated with the creative language use, including syntactic and semantic processing and the motor operations involved in speaking and writing.

Summary

This study is a documentary analysis conducted to determine the part of the brain that affects the speech delivery of the ischemic stroke patients. It also attempted to know the effect of stroke in their speech delivery.

CT scan results were documented and analyzed to gather data. Transcriptions of the interviews among the respondents and physician were made. This study had three (3) ischemic stroke patients as the respondents. The interpretation of data proved that when ischemic stroke damage the left hemisphere, the speech delivery of the patient is affected. Stammering, blurring of words and difficulty of speaking are the effects in the speech delivery of the patients.

Based on the findings, it is concluded that if the left part of the brain is damaged, there is the tendency to have problem in the speech delivery; this kind of stroke is the ischemic stroke while, hemorrhagic stroke affects the right part of the brain that mostly has an effect in the body of the patient.

Therefore, repetition of syllables, stammering and blurring of words are the possible effects on speech delivery of stroke patients.

The following recommendations were formed based from the result of the study:

1. Even if the patients suffer from the effects of stroke affecting their speech, they may still practice speaking normally as long as they can.

2. People may maintain healthy body and lifestyle to avoid diseases such as stroke.

3. Further study of the topic may also be recommended.

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MEDIA SAFETY MEASURES: THEIR USEFULNESS TO THE FILIPINO JOURNALISTS

ABSTRACT

This study aims to measure the usefulness of media safety measures to the Filipi journalists especially to the respondents.

The twenty (20) respondents were selected by purposive sampling from the Nation Press Club. The descriptive normative survey method of research was used in the study.

Majority of the respondents are highly aware of the topic. Journalists seldom encount physical abduction or identification of sources. As a safety measure, being guided by t professional ethics and having the sense of responsibility are the best things to do in order to safe. There are a number of organizations engaging on the rights of journalists but only two these are highly known by the respondents; the PCIJ and the KBP.

Thus, it is recommended that journalists have to be guided by their professional ethi and must be responsible with their assignments. The advocacy of the media industry a organizations must consider what they can do to protect the journalists and improve the strategies to end the impunity.

INTRODUCTION

The media play a critical role in development both as educators and as providers information for the processes of democracy and development. According to the 1986 Philippi Constitution Section 4 which is the Article III- Bill of Rights, it is stated that *"No law shall passed abridging the freedom of the speech, of expression, or of the press or the right of t people peaceably to assemble and petition the government for redress of grievances"*.

Philippines had been the freest country in Asia where journalists are enjoying t freedom of the Press and Freedom of Expression, unfortunately this reputation disappears bit bit every time there is journalist that is killed. And today, this country consistently ranks among the top three in the organization's list of deadliest countries for journalism.

The profession of journalism is a dangerous work because it is the dissemination information that matters. Media practitioners and journalists have long realized the risk of losi life because of their profession. Automatically, people who engage in journalism and mass med risk their lives because this profession is directly of information whether good or bad. Med killing brought a large impact on the safety of the journalists and media practitioners.

The Philippine continues to be one of the most dangerous places in the world f journalists, with 121 media men reported killed since press freedom was restored in 198 according to the Freedom Fund for Filipino Journalists. In their rush to get a story, journalists

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often take their security and safety for granted (Philippine Center for Investigative Journalism, 2011).

It is very easy to be one of the journalist or media men who are getting big scoops especially in the politics, but there are only numbers of those who are registered and it is their profession others didn't know the responsibilities behind the press id's they are wearing. That's why the cases of Media Killings got higher, because the non-professional journalists are bypassing the right of the press. Journalism is a very dangerous profession, so responsibility can be our best protection.

According to Smyth (2012), journalists should always prioritize their own safety. No story is worth your life, and if you were to be killed or become ill from exposure, you would become a burden misled of an asset. Likewise, Anderson (1993) said that risks should be reassessed on a frequent basis as conditions change always, constant, constantly every minute, weigh the benefits against the risks. And as soon as you come to the point where you feel uncomfortable with that equation, get out, go, and leave. It's not worth it. There is no story worth getting killed for.

The journalists and media men should not control the information they are going to disseminate to the public: the information they needed and deserve to know. Media killing won't stop them in giving honest public servant. There are those journalists who really risk their life just for the public service to the mass despite the fact that he/she receives lots of death threats. The NPC has taken an active stand on matters affecting press freedom. It has also conducted activities aimed at improving the practice of journalism in the Philippines. It has fraternal relations with international journalist organizations, and is an active member of the Confederation of ASEAN Journalists.

There is the National Press Club wherein it aims to provide help to members of the media men and their families, who are often vulnerable to libel suits or even assassination attempts. More than that, the NPC seeks to provide people who gather and disseminate news a center for the advancement of their professional standards and skills, the promotion of free expression, mutual support and social fellowship. In order to police its own reprimand abusive media practitioners, especially those who engage in so called "envelopmental journalism", but at the same time it provides legal assistance to those who are sued because of legitimate criticism. In this club, they promote the strict adherence of journalists to a code of ethics, such as the Walter William's Journalist Creed. The journalists in this club would be asked and studied wherein the usefulness of media safety measures will be determined.

METHODOLOGY

The descriptive normative survey method of research was used in the study. Pre-survey was first conducted to determine the members of the club. Then a questionnaire was employed to gather the necessary data awareness on the issue of Media Safety.

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The study was conducted in the National Press Club of the Philippines in Intramuros, Manila with the purposive sampling of their members.

The respondents were selected by the purposive sampling. They were selected based on their being active in the Club. There were 20 journalists who served as the respondents' population in this study. This number was considered enough to represent the desired responses needed population in the study.

A set of questionnaire was distributed to gather data from the respondents.

The pre-survey and interview was first conducted to know the journalist member who are active in the club. After determining these active members, the questionnaires were distributed to the respondents. These data were retrieved for tabulation and analysis.

The responses from the questionnaire were in tables and the weighted mean analyzed. Descriptive statistical was used to give a clear picture of the profile of the respondents. Tables were used to present, analyze and interpret the gathered data.

Presentation, Analysis and Interpretation of Data

Table 1. Awareness of Journalists on issues of Media Killing

STATEMENT	RATINGS									
	Highly Aware		Moderately Aware		Less Aware		Least Aware		Unaware	
	F	P	F	P	F	P	F	P	F	P
1. The Bill of Rights of the 1986 Philippine Constitution which deals with the freedom of speech, information and expression.	20	100 %	0	0	0	0	0	0	0	0
2. Awareness on the issue of Media Safety of Journalists in the Philippines.	18	90%	2	10 %	0	0	0	0	0	0
3. Losing life and limb are part of being a Media Practitioner.	16	80%	4	20 %	0	0	0	0	0	0
4. Philippines had one of the highest rates of media killings in the world.	13	65%	6	30 %	1	5%	0	0	0	0
5. Presses are bold, hard-hitting, and generally critical of the government.	11	55%	7	35 %	2	10 %	0	0	0	0
6. Philippine press as fearless, straightforward and relentless in terms of style of delivering news and information to the public.	10	50%	8	40 %	2	10 %	0	0	0	0

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7. Media Practitioners involved in media killings are those noted to be critical in exposing corruption scandals or regularly attacking the government or political leaders.	10	50%	4	20 %	6	30 %	0	0	0	0
8. Media Killings sow fear among media practitioners.	7	35%	9	45 %	4	20 %	0	0	0	0
9. Media Killings is an assault in the very fabric of the country's press freedom.	6	30%	11	55 %	3	15 %	0	0	0	0
10. There are 121 media men reported killed since press freedom was restored in 1986.	5	25%	11	55 %	4	25 %	0	0	0	0

The table above shows that all 20 (100%) of the respondents are highly aware on the existence of the law regarding their freedom to express, speak and inform. Of the 20 respondents, 18 (90%) of them are highly aware on the issue of media killings in the Philippines and the rest 2 (10%) of them are moderately aware on it. This is because some of the respondents are just new on the profession unlike others who already take several years in experiencing their work. Sixteen (80%) of the respondents are highly aware that losing life and limb are part of being a journalist and 4 (20%) are moderately aware on this. But despite their awareness regarding the risk they are facing, it doesn't stop them to disseminate information people deserve to know. The respondents are also aware that Philippines had one of the highest rates of media killings in the world for 13 (65%) of them answers that they are highly aware on the statement, 6 (305) says they are moderately aware and only 1 (5%) is less aware on this. As a matter of fact, Philippines rank as among the third deadliest country for journalists in the world according to Vereen, 2013.

Table 2. Risks or dangers the journalists encountered in their duty.

STATEMENT	RATINGS									
	Regularly Encountered		Sometimes Encountered		Seldom Encountered		Once Encountered		Never Encountered	
	F	P	F	P	F	P	F	P	F	P
1. Abduction for ransom or political gain.	0	0	0	0	4	20 %	12	60 %	4	20 %
2. Physical surveillance leading to abduction or identification of sources.	0	0	0	0	5	25 %	7	35 %	8	40 %
3. Natural hazards (such as hurricanes, lightning and floods).	0	0	0	0	2	10 %	6	30 %	12	60 %

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4. Battlefield hazards such as crossfire, landmines, cluster bombs, booby traps, and artillery and air strikes.	0	0	0	0	2	10 %	6	30 %	12	60 %
5. Dangers posed by crowds (sexual assault, theft, tear gas attack, or violence).	0	0	0	0	2	10 %	5	25 %	13	65 %
6. Potential trustworthiness and loyalties of sources.	0	0	0	0	1	5%	6	30 %	13	65 %
7. Border crossings and other interactions with potentially hostile or undisciplined armed groups.	0	0	0	0	1	5%	5	25 %	14	70 %
8. Electronic surveillance and interception of information or sources.	0	0	0	0	1	5%	3	15 %	16	80 %
9. Terrorist bombings.	0	0	0	0	0	0	2	10 %	18	90 %
10. Traffic hazards (the leading cause of unnatural deaths worldwide).	0	0	0	0	0	0	1	5%	19	95 %

The above table presents that journalists seldom encountered the physical surveillanc leading to abduction or identification of sources. Of the respondents, 5 (25%) answers that the had encountered this risk, 7 (35%) once encountered and the rest 8 (40%) never encountere such risk. Another risk journalist seldom encountered is the abduction for ransom or politica gain. Four (20%) of the respondents seldom encounter the latter risk, 12 (60%) once encountere and four of the respondents (20%) of them never encountered this risk.

Table 3. Safety measures applied by the journalists in their duty.

STATEMENT	RATINGS									
	Regularly Applied		Sometimes Applied		Seldom Applied		Once Applied		Never Applied	
	F	P	F	P	F	P	F	P	F	P

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1. Sense of responsibility and alertness when performing the duty.	20	100%	0	0	0	0	0	0	0	0
2. Guided by the ethics of the profession.	20	100%	0	0	0	0	0	0	0	0
3. Assistance from higher officials and authorities.	19	95%	1	5%	0	0	0	0	0	0
4. Equip yourself with safety precautions and using safety strategies for your work.	18	90%	2	10%	0	0	0	0	0	0
5. Describe all known hazards, including the history of problems in the reporting area.	18	90%	2	10%	0	0	0	0	0	0
6. Always prepare a security assessment in advance of a potentially dangerous assignment.	18	90%	2	10%	0	0	0	0	0	0
7. Engaging in different media organizations that protect the rights of the journalists.	16	80%	4	20%	0	0	0	0	0	0
8. Journalists engaged in dangerous professional missions in areas of armed conflict shall be considered as civilians.	14	70%	6	30%	0	0	0	0	0	0
9. They shall be protected as such under the Conventions and Protocols.	13	65%	7	35%	0	0	0	0	0	0
10. Obtain an identity card which shall be issued by the government of the State of which the journalist resides.	11	55%	9	45%	0	0	0	0	0	0

As presented in the table, all 20 (100%) of the respondents regularly applied their sense of responsibility and alertness when performing the duty as they use it as a safety measure in their job. Another safety measure journalist regularly applied is that they are being guided by the ethics of the profession, for 20 (100%) of them responded that being guided by the journalist code of ethics, you will never be into trouble. The least practiced or applied by the journalist is the obtaining of identity card because only 11 (65%) of the regularly applied it and 9 (45%) sometimes applied this.

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Table 4. Organizations engaging on the rights and safety of the Journalists

STATEMENT	RATINGS									
	Highly Aware		Moderately Aware		Less Aware		Least Aware		Unaware	
	F	P	F	P	F	P	F	P	F	P
1. Philippine Center for Investigative Journalism.	20	100%	0	0	0	0	0	0	0	0
2. Kapisanan ng mga Brodkaster ng Pilipinas.	20	100%	0	0	0	0	0	0	0	0
3. Center for Media Freedom and Responsibility.	15	75%	5	25%	0	0	0	0	0	0
4. International Press Institute.	11	55%	6	30%	3	15%	0	0	0	0
5. Committee to Protect Journalists.	10	50%	9	45%	1	5%	0	0	0	0
6. Center for Community Journalism and Development.	8	40%	5	25%	7	35%	0	0	0	0
7. Global Investigative Journalism Network.	5	25%	13	65%	2	10%	0	0	0	0
8. International Freedom of Information Exchange.	5	25%	11	55%	4	20%	0	0	0	0
9. International Federation of Journalist.	3	15%	12	60%	5	25%	0	0	0	0
10. International News Safety Institute.	2	10%	10	50%	8	40%	0	0	0	0

Table 4 shows that all 20 (100%) of the respondents are highly aware on the existin organizations such as: Philippine Center for Investigative Journalism and Kapisanan Ng Mg Brodkaster ng Pilipinas.

Summary

The study found out that majority of media practitioners/journalists are highly aware o the issue of media safety in the Philippines and the cases connected to this. Most of th journalists seldom encountered the physical surveillance leading to the abduction identification of sources. As a safety measures on the incidents of media killings, most med practitioners/journalists said that being guided by the ethics of the profession and the sense responsibility and alertness when performing the duty are the best things you could do to be sa when practicing the profession. There are number of existing organizations that are engaging the rights and safety of the journalists but only two of these are commonly known by th journalists; the Philippine Center for Investigative Journalism and the Kapisanan ng mg Brodkaster ng Pilipinas.

Based on the results of this study, the following conclusions were drawn:

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1. Most of the respondents belong to the age bracket of 41-50 years old. Journalism is the work of most of the respondents and most of them work as a media practitioner for 11-20 years.
2. Majority of the journalists are highly aware on issues of media safety in the Philippines.
3. Media practitioners seldom encountered the physical surveillance leading to abduction or identification of sources.
4. Journalists cannot prevent the risks/dangers that they would be facing but as a safety measures, they are just guided by the ethics of the profession and they are responsible on what they are doing.
5. There are several organizations engaging in the rights and safety of the journalists but most of the journalists are highly aware on Philippine Center for Investigative Journalism.

Based on the findings of the study, the following recommendations were drawn:

1. Being a journalist is a very risky and dangerous profession and you just have to be guided by the ethics of the profession and you just have to be responsible on what you are saying and writing.

2. Conduct more training for the security of the media practitioners and always do orientation before deployment of the journalists. Always coordinate with the higher officials and authorities and secure the place before going to the working area.

3. The advocacy of the media industry and organizations must consider what they themselves can do to protect the journalists and improving their strategies to end the impunity.

4. Professional and ethical training of students who will be the future media practitioners must be improved at the tertiary level so that they are very much ready on the real world of journalism profession that they will be facing in the near future.

5. To the researchers who are willing to continue the research, look for a broader and numerous population of journalists who will be your respondents; for further observation and study.

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THE GENDER FAIR LANGUAGE IN SAS COURSE SYLLABUS

ABSTRACT

This is a descriptive type of research which analyzed the contents of the course syllabi of AB English and BA Communication Arts for the first and second semester S.Y. 2012-2013 conducted at the School of Arts and Sciences (SAS) of Marinduque State College at Tanza, Boac, Marinduque to determine the occurrences of the gender fair language and gender biased language. Questionnaires were administered to the SAS current college professors and lecturers who prepared the course syllabi in order to know the reason for their being aware of sexism in language.

The result showed that the course syllabi used gender neutral words in the course descriptions, course objectives, course policies and course contents.

INTRODUCTION

"Language is a great force of socialization; the greatest that exists,: Edward Sapir (1974). He added that it is meant not merely for the obvious fact that significant social intercourse is hardly possible without language but that the mere fact of a common speech which serves as a peculiarly potent symbol of social solidarity of those who speak the language. The gift of speech and a well ordered language are the characteristics of every known group of human beings. For him, language is essentially a perfect means of communication and expression among every known people. Of all aspects of culture, language was the first to receive a highly developed form and that its essential perfection is a prerequisite to the development of the culture (Sapir, 1974).

Wood, (2007) shared the same point further illustrated on her book "Communication, Gender and Culture" that language learned and used by every individual reflects and reinforces cultural views and values, including those about gender (p. 114).

Though the language was the first to receive a highly developed form, some individuals are unaware of the language problems that every country faces. One of those problems is all about the usage of language that diminishes the value of women and men in the society. For instance is the appropriate selection of words in every situation when lays the concern about sexism in language.

According to Thelma B. Kintanar (1998) sexism shows gender inequality in language. It is a situation wherein men or women are excluded when discussing a topic applicable to both

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sexes. Some instances that show sexism are the following: generic masculine (man-made, masterful, manpower, mankind); terms ending in "man" referred to as functions that may be performed by individuals of either sex (businessman, cameraman, chairman, mailman); language that trivializes women or diminishes their stature (actress, authoress, aviatrix).

The gednder fair language has been adopted by a number of professional organizations, publishing companies, and even governmental organizations. The promotion of gender fair language in different activities increased. In fact, growing number of guidelines on the "how" and "why" of the gender fair language have published in the past decade (APA, 2009; Duden, 2006; EU, 2008 as viewed by Vervecken, 2012).

METHODOLOGY

A descriptive type of research was used to analyze the contents of the course syllabi for AB English and BA Communication Arts curriculum for the first and second semester, S.Y. 2012 to 2013.

The study was conducted at the School of Arts and Sciences of Marinduque State College located at Tanza, Boac, Marinduque

The corpus is the course syllabi for AB English and BA Communication Arts curriculum for the first and second semester of school year 2012 to 2013.

The contents of the course syllabi were analyzed to determine the occurrences of the gender fair language and gender biased language. Questionnaires were administered and accomplished by the SAS present college professors and lecturers who prepared the course syllabi in order to know the reason on their becoming aware of sexism in language

Presentation, Analysis and Interpretation of Data

The language that educators use provides an important role for the students and larger community. Choices of words often reflect unconscious assumptions about the roles of gender. Every individual needs to examine the language he will use to reduce or eliminate choices of silence, stereotype, or constrain others, (National Council of Teachers of English, 2002).

There are alternatives on the Gender Fair Language that fall on the Gender to avoid the usage of the "Pseudo-Generic he and his" when pertaining to men and women, the first person personal pronoun "we" and "our"; second person personal pronoun "you" and "your" and third person personal pronoun "they", "them" and "their" being used.

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In making language gender neutral in English language, the use of "Ms." Instead of "Miss and Mrs" or using the name without "Ms. and Mrs.", is suggested.

To answer the first question, the corpus was examined to get the different ways that show Gender Fairness in Language.

Table 1. Gender Fair Language in Course Syllabi for BA Communication Curriculum for 1st Semester, S.Y. 2012-2013

ear vel	Course Title	Portion and Part of the Course Syllabus with Gender Fairness	Description	Gender Neutral Words Used
rst ear	Communication in Arts 1: Sining ng Pakikipagtalastasan; College Algebra; General Psychology; Physical Science; Intro to Comm. Media	Course Description, Naming Personal Preferences	Uses gender neutral words, not using "Mrs.", "Miss" or "Ms.", uses second person personal pronoun "you", first person personal "our", uses third person personal pronoun "their"	Students
ond ear	Speech and Oral Communication; Environmental Science; Phil. History; Arts Appreciation; Communication, Media Laws, Ethics; Communication and Society; Intro to Info. And Com. Technology; Recreational Games and Sports	Course Description, Naming Personal Preferences	Uses gender neutral words, not using "Mrs.", "Miss" or "Ms.", first person personal "our" first person personal pronoun "we", usage of "his/her"	Students
hird evel	Communication and Society; Intro. To Dev. Comm.; Info/Communication Campaign; Retorikang Filipino; Broadcasting Principles and Practices; Life and Works of Rizal; Life, Works of Rizal; Arts Studies	Course Description	Uses Gender Neutral Words, not using "Mrs.", "Miss" or "Ms.", uses second person personal pronoun "you", third person pronoun "they", uses third personal "their"	Students, mag-aaral, estudyante, guro
ourth evel	Thesis Writing and Defense; Com, Media, Laws and Ethics; Intro. To Media Writing; Multi-media Production; Popular Culture; Logic	Course Description	Uses gender neutral words, not using "Mrs." "Miss" or "Ms.", second person personal pronoun "you" and third person personal pronoun "they"	Students

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The course title listed are the subjects for BA Communication for 1st semester, S.Y. 2012-2013. In the first year level, Communication Arts 1, Sining Pakikipagtalastasan, College Algebra, General Psychology, Physical Science and Introduction to Communication Media use gender neutral words in the course description of the course syllabi. The female teachers and professors do not use "Mrs.", "Miss" or "Ms." They address themselves as "college lecturer" below their names. In the usage of pronoun, the Physical Science and Introduction to Communication Media use second personal pronoun "you" and first person personal pronoun "our". Furthermore, among the subjects listed above, the Physical Science is the only one which uses third personal pronoun "their." Throughout the course syllabi for the Ba Communication 1, the word "student" is the gender fair word mostly found.

On the second year level, the Speech and Oral Communication, Environmental Science, Philippine History, Arts Appreciation, Communication, Media Laws, Ethics, Communication and Society, Introduction to Information and Computer Technology and Recreational Games and Spots use gender neutral words in the course description of the course syllabi. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". In the usage of pronoun, the Philippine History uses first person personal pronoun "our" and the Arts Appreciation uses "we." The word "student" is the gender fair word found.

On the third year level, the Communication and Society, Information and Communication Campaign, Introduction to Communication Campaign, Retorikang Filipino, Broadcasting Principles and Practices, Life and Works of Rizal, Arts Studies use gender neutral words in the course description of the course syllabi. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". In the usage of pronoun, the Information and communication Campagin and Broadcasting Principles and Practices use second person personal pronoun "you", as well as third person personal pronoun "they" and "their". The word "student" is the gender fair word found.

On the fourth year level, The Thesis Writing Defense, Communication, Media, Laws and Ethics, Introduction to Media Writing, Multi-Media Production, Popular Culture and Logic use gender neutral words in the course descriptions. The female teachers and professors do not use "Mrs", "Miss" or "Ms". In the usage of pronoun, the Introduction to Media Writing uses second person personal pronoun "you" and third person personal pronoun "they". The word "student" is the gender fair word found.

Table 2. Gender Fair Language in SAS Course Syllabi for BA Communication 2nd Semester, S.Y. 2012-2013

Year Level	Course Title	Portion and Part of the Course Syllabus with Gender Fairness	Description	Gender Neutral Words

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st ar	Communication Arts 2; Pagbasa at Pagsulat sa Iba't Ibang Disiplina; Statistics; Biological Science; Philippine Literature; Introduction to Communication Theory; Rhythmic Activities	Course Description, Naming Personal Preferences, Course content	Uses gender neutral words, not using "Mrs.", "Miss" or "Ms.", uses first person personal pronoun "we" second person personal pronoun "you" and "your"	Students, mag-aaral, estudyante, guro, sender, receiver, students, person, people, faculty, employee, audience, speaker
nd ır	World Literature; Society and Culture with Family Planning; Broadcasting Principles and Practice, Team Sports	Course Description, Naming Personal Preferences and course content	Uses gender neutral words, not using "Mrs.", "Miss" or "Ms", uses second person personal pronoun "you" and "your", first person personal pronoun "we", third person personal pronoun "they", course content	Students, human
rd el	Advertising Principles and Practices; Intro to Communication Research; Intro. To Film; General Psychology; Basic Economics with TLR; Spanish	Course Description, Naming Personal Preferences	Uses Gender Neutral Words, not using "Mrs.", "Miss" or "Ms.", uses second person personal pronoun "you", first person personal "our", uses second personal 'ther"	Students, class participants, advertiser, suppliers, instructors, person, people, everyone, human, doctor, family, individual, media practitioner, actors, director, educators, audience

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Fourth Level	Communication Management and Entrepreneurship; Organizational Communication; Radio and Television Production; Gender and Sexuality	Course Description, Naming Personal References	Uses gender neutral words, not using "Mrs", "Miss" or "Ms", uses second person personal pronoun "you", first person personal "our"	Students, people, class participants, producers, consurmers, staff and line personnel, entrepreneur manager, human, instructor, ea other, entrepreneu consumer, employees minority groups, owners, ol people, handicapp

The course titles listed are the subjects for BA Communication 1 for the 2nd Semester, S.Y. 2012-2013. In level, Communication Arts 2, Pagbasa at Pagsulat sa Iba't Ibang Disiplina, Statistics, Biological Science, Philippine Literature, Introduction to Communication Theory and Rhythmic Activities use gender neutral words in the course descriptions. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". In the usage of pronoun, the Introduction to Communication Theory uses first person personal pronoun "we" and second person personal pronoun "you" and "your". The word "student" is the gender fair word found.

On the second year level. The world Literature, Society, Culture with Family Planning, Broadcasting Principles and Practices, Journalism Principles and Practices, Introduction to Media Writing, Radio and TV Production use gender neutral words in the course descriptions. The female teachers and professors do not use "Mrs.", "Miss" or "Ms".

In the usage of pronoun, the Broadcasting Principles and Practices and Introduction to Media Writing use second person personal pronoun "you". The Radio and TV Production, Broadcasting Principles and Practices, and the Journalism Principles and Practices use "we". Journalism Principles and Practices and Radio TV Production use it. Lastly, the use of third person personal pronoun "they" is used by the Journalism Principles and Practices. The words such as student, human, broadcasting journalist and public relation experts, press, reader, reporter, student press, student journalist, editor, newspaper executives, news editor, advertising manager and staff, circulation manager, research director, personnel manager, art director, production manager, photo journalist, audience, experts, instructor, media practitioner and the others listed above are the gender fair words found in the course contents and in the course descriptions of the course syllabi.

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On the third year level, the Advertising Principles and Practices, Introduction to Communication Research, Introduction to Film, General Psychology, Basic Economics with TLR and Spanish use gender neutral words.

The female teachers and professors do not use "Mrs.", "Miss" or "Ms". In the usage of pronoun, the Information and Communication Campaign and Broadcasting Principles and Practices use second person personal pronoun "you", as well as third person personal pronoun "they" and "their". The gender fair words found in the course syllabi are students, class participants, advertiser, suppliers, instructors, doctors, family, individual, instructor, pratictioner, actors, director.

On the fourth year level, Communication Management and Entrepreneurship, Organizational Communication, Radio and Television Production and Gender Sexuality use gender neutral words in their course descriptions. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". The usage of pronoun, communication Management and Entrepreneurship and Organizational Communication use second person personal pronoun "you". The usage of first person personal pronoun "our" is seen in the Gender and Sexuality subject. The gender fair words used are students, people, class participants, producers, consumers, staff and line personnel, entrepreneur, manager, instructor, consumer, employees, minority groups, owners, people and handicapped.

Table 3. Gender Fair Language in SAS Course Syllabi for AB English Curriculum for 1st Semester, S.Y. 2012-2013.

Year Level	Course Title	Portion and Part of the Course Syllabus with Gender Fairness	Description	Gender Neutral Words Used
First Year	Developmental Reading; Study and Thinking Skills; Foundation and Natural Science; College Algebra; General Psychology; Sining ng Pakikipagtalastasan; Physical Fitness, Aerobics and Gymnastics	Course Description, Naming Personal Preferences	Uses gender neutral words, not using "Mrs.", "Miss" or "Ms."	Students
Second Year	Effective Speech; Retorika sa Filipino; Socio-Anthropology and Family Planning; Literature of the Philippines; Basic Statistics; Phil. History, Roots and Development; Politics and Governance with Philippine Constitution; Recreational Games and Sports	Course Description, Naming Personal Preferences	Uses gender neutral words, not using "Mrs.", "Miss" or "Ms", first person personal pronoun "we"	Students

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Third Level	Intro. To Technical Writing; Structure of the Filipino Language	Course Description, Naming Personal Preferences	Uses Gender Neutral Words, not using "Mrs.", "Miss" or "Ms."	Students
Fourth Level	Advanced Technical Writing; Structure of The Filipino Language; Thesis Writing; Mythology and Folklore; Approaches to College English Teaching; Into. To Computer	Course Description, Naming Personal References	Uses gender neutral words, not using "Mrs", "Miss" or "Ms", uses third person personal pronoun	Students

The course titles listed above are the subjects of AB English 1 for 1st semester, S.Y. 2012-2013. In the first year level, Developmental Reading, Study Thinking Skills, Foundation and Natural Science, College Algebra, General Psychology, Sining ng Pakikipagtalastasan and Physical Fitness, Aerobics and Gymnastics use gender neutral words in the course descriptions and course contents of the course syllabi. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". The word "student" is the gender fair word found.

On the second year level, Effective Speech, Retorika sa Filipino, Socio-Anthropology and Family Planning, Literature of the Philippines, Basic Statistics, Phil. History, Roots and Development, Politics and Governance with Philippine Constitution and Recreational Games and Sports use gender neutral words in the course descriptions of the course syllabi.

The female teachers and professors do not use "Mrs.", "Miss" or "Ms."

The word "student" is the gender fair word found.

In the third year level, the Introduction to Technical Writing, Structure of Filipino Language, Editorial and Feature Writing, Literary Criticism, Language and Culture and Environmental Science use gender neutral words in the course descriptions. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". In the usage of pronoun, the Literary Criticism use third person personal pronoun. The word "student" is the gender fair word found.

Table 4. Gender Fair Language in SAS Course Syllabus for AB English Curriculum, 2nd Semester, S.Y. 2012 to 2013

Year Level	Course Title	Portion and Part of the Course Syllabus with Gender Fairness	Description	Gender Neutral Words Used
First Year	Writing in the Discipline; Pagbasa at Pagsulat sa Iba't-ibang Disiplina; Plane Trigonometry; Introduction to Economics w/ TLR, Biological Science, Art Appreciation, Rhythm and Dance	Course Description, Naming Personal Preferences	Uses gender neutral words, not using "Mrs.", "Miss" or "Ms."	Students, Person, human, people, Mag-aaral, estudyante

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nd or	Intro. To Language Study; Language and Society; Literature of the World; Speech Comm.; Language and Society; Advanced Effective Speech Comm.; Logic; Rizal's Works and Writings; Philosophy of Man; Team Sports	Course Description, Naming Personal Preferences	Uses gender neutral words, not using "Mrs.", "Miss" or "Ms", first person personal pronoun "we", third person personal pronoun "they" and "them"	Learners, people, students, human, college students, person, philosopher
rd el	Intro. To Research; Translation; Theory and Practice; Into. To Applied Linguistics; Creative Writing; Afro-Asian Literature; Anglo-American Literature; Spanish	Course Description, Naming Personal Preferences	Uses Gender Neutral Words, not using "Mrs.", "Miss" or "Ms."	Students, audience, learner
th el	European Literature; Applied Computer; Advance Expository Writing; Argumentation; Cross Cultural Communication; Registry in English	Course Description, Naming Personal References	Uses gender neutral words, not using "Mrs", "Miss" or "Ms"	Students

The course titles listed above are the subjects of AB English 1 for 2nd semester, S.Y. Year 2012-2013. In the first year level, Writing in the Discipline; Pagbasa at Pagsulat sa Iba't-Ibang Disiplina; Plane Trigonometry; Introduction to Economics with TLR, Biological Science, Art Appreciation, Rhythm and Dance use gender neutral words in the course descriptions of the course syllabi. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". The gender fair words found are person, human, people, mag-aaral at estudyante.

For the second year level, the Introduction to Language Study, Language and Society, Literature of the World, Advanced Effective Speech Communication, Logic, Rizal's Works and Writings, Philosophy of Man and Team Sports use gender neutral words in the course descriptions of the course syllabi. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". In the usage of pronoun, the first person personal pronoun "we" and the third person personal pronoun "they" and "them" are seen in the subject "Team Sports". The word "student" is the gender fair word found.

For the third year level, the Introduction to Research, Translation: Theory and Practice, Introduction to Applied Linguistics, Creative Writing, Afro-Asian Literature, Anglo-American Literature and Spanish use gender neutral words in the course description of the course syllabi. The female teachers and professors do not use "Mrs.", "Miss" or "Ms". In the usage of pronoun, the Afro-Asian Literature uses second person personal pronoun "your". The gender fair words found are students, panel of examiners, panelist, audience, learner, writer, lecturers and individual.

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For the fourth year level, the European Literature, Applied computer, Advanced Expository Writing, Argumentation, Cross-Cultural Communication and Registry in English use gender neutral words in the course descriptions and course contents of the course syllabi.

The female teachers and professors do not use "Mrs.", "Miss" or "Ms". In the usage of pronoun, the Cross-Cultural Communication use third person personal pronoun. The word "Student" is the gender fair word found.

Table 5. Gender Sexism in Language in Course Syllabi for AB English and BA Communication Curricula for 1st and 2nd semester, S.Y. 2012-2013.

Portion/Part of the Course Syllabi with Gender Bias	Violation on Gender Sensitivity	Alternative Corrections and Measures	Recommendation
Introduction to Media writing, Course content: Assignment Men	Generic Man	Refrain from using Generic Man	Use gender fair language and avoid using generic male e.g. He, man. In reality, it do not refer to all, it only refers to the males or masculine gender.
Afro-Asian Literature, course content, story entitled; "The Madman on the Room"	Generic Man	Refrain from using Generic Man	Use gender fair language and avoid using generic male e.g. He, man. In reality it do not refer to all, it only refers to the males or masculine gender.
Philosophy of Man: who and what is man; describes mans as he is; knows how philosophers view man in the history; philosophers have different perspective in history of man; understanding of man on himself with relation to other; man and himself, Man and God Man and Society, Man and his environment, man as knower, etc.	Pronoun He, Generic Man	Refrain from using Pronoun Generic Man	Use gender fair language and avoid using generic male e.g. He, man. In reality, it do not refer to all, it only refers to the males or masculine gender
Arts Appreciation, course content; Men behind the Scene	Generic Man	Use gender fair language	Use language the includes women not just men
Translation: Theory and Practice: Masterpiece, Mastery	Gender Stereotype	Use gender fair language	Use language the includes women not just men
Rhythmic Activities: Ma, mastery	Gender Stereotype	Use gender fair language	Use language the includes women not just men

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s Appreciation: Man	Generic Man	Use gender fair language	
ippine History: forefather	Generic Man, Stereotyping	Use gender fair language	Use gender fair language and avoid using generic male e.g. He, man. In reality, it does not refer to all, it only refers to the male sex or masculine gender
ic	Generic Man	Use Gender fair language	Use gender fair language and avoid using generic male e.g. He, man. In reality, it does not refer to all, it only refers to the male sex or masculine gender
. to Applied Linguistics	Pronoun "his", "he" Gender Stereotyping	Use pronoun "his/her' if not sure on the sex of the subject	Use language that includes women not just men.
ical Fitness, Aerobics and nastics	Gender Stereotype	Use gender fair language	Use language that includes women not just men.
duction to Computer nology	Generic Man	Use gender fair language	Use gender fair language and avoid using generic male e.g. He, man. In reality, it does not refer to all, it only refers to the male sex or masculine gender
te and Argumentation	Generic Man	Use gender fair language	Use gender fair language and avoid using generic male e.g. He, man. In reality, it does not refer to all, it only refers to the male sex or masculine gender

The course syllabi of Introduction to Media Writing, Afro-Asian Literature, Philosophy of Man, Arts Appreciation, Logic, Debate and Argumentation, Introduction to Computer and Technology and Philippine History contained Generic Man. On the other hand, Gender Stereotyping is found in Philosophy of Man, Philippine History, Introduction to Applied Linguistics, Rhythmic Activities, Translation Theory and Practice and Physical Fitness, Aerobics and Gymnastics. To avoid Generic Man and Gender Stereotyping, the se of the Gender Fair Language Guidelines is necessary.

The selected faculty members were asked on how they became aware on the proper usage of words and construction of sentences without gender biased. They can give more than one answer because it depends on their experiences. Five answers from the faculty members states that they become aware on the sexism in language during their college years. On the other hand, four answered that they became aware by attending Gender Sensitivity Trainings. There were also three answers which fall on the category of reading journals, books and articles. Three

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answered that the MSC has a guidelines on writing course syllabus. Two answered that they became aware by reading technical documents frequently.

Respondents' Reasons for Being Aware of Sexism in Language

Reasons for Being Aware of the Sexism in Language	Total No. of Faculty
College Years	5
Attending Gender Sensitivity Trainings	4
Reading Technical Writing Documents	2
Reading journals, books, articles	3
MSC Guidelines in Writing Course Syllabus	3

The respondents were also asked whether they have attended Gender Sensitivity Training/Seminar that promotes Gender Equality in Education. Half of the respondents answered they have attended while the other have not.

The respondents were asked whether they have attended Gender Sensitivity Training/Seminar that creates awareness on the Gender Fair Language that tackles gender fairness, gender stereotypes and non-sexist writings. Five out of 13 respondents answered that they have attended Gender Sensitivity Trainings in Language once. From all of them, only one has attended Gender Sensitivity Trainings in Language three times, while seven answered that they have not attended.

To be more specific, a list of some gender sensitivity programs/ organizations/ conventions and for a given for them to put a check if they have already attended any of them. These are the lists of the programs, organizations, conventions and for a they know and have attended; Convention on the Elimination of All Forms of Discrimination against Women, UNESCO Forum on Gender Equality, UNESCO World Atlas of Gender Equality in Education, Convention on the Elimination of All Forms of Discrimination against Women, UN Millennium Development Goals (MDGs), V-Day; One Billion Rising, Forums on LGBT-2, Gender Sensitivity Programs sponsored by the Office of the Ombudsman Sexual Harassment and Abuse in the Workplace and Gender and Development.

V-Day is the program activity aimed to develop awareness among the participants on the aggravating condition of abuse/ molestation of women in the country or even around the world. It also encouraged participants which aim to fight against women violence.

Forum discusses the existence of different groups in the society and which aims to develop among the rest participants the value of respect among all regardless of their gender.

Regarding the sexism in language that occurs in the selected books used in the course syllabi, the usage of the pronoun "he" and "him", generic "man" and gender stereotypes are commonly used. Therefore, though the course syllabus has a great occurrence in the ways of using Gender Fair Language as seen in the gender neutral words, the instructional materials they use have greater occurrences of sexism in language.

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Summary

The course syllabi for AB English and Ba Communication use gender neutral words in their course descriptions, course objectives, course policies and course contents. The female SAS instructors and professors who prepared the corpus do not use "Mrs.", "Miss" or "Ms.", to address themselves. Most of the course syllabi use pronouns that include not just men but also for women. In the usage of pronoun, the first person personal pronoun "we", "our", second person personal pronoun "your", "you" and third person personal pronoun "they" and "their" occur.

The usage of generic "man", pronoun "he" and gender stereotypes are the mose gender sexism that occur in the SAS Course Syllabi.

The SAS instructors and professors who prepared the analyzed corpus became aware of sexism in language because they have attended Gender Sensitivity Trainings; they often read technical documents; they have read journal/s, book/s and article/s about Gender Fair Language and they have known it during their college years.

Listed are the gender sensitivity programs/ organization/ conventions and for a that they have attended: Convention on the Elimination of All Forms of Discrimination against Women; UNESCO Forum ion Gender Equality; UNESCO World Atlas of Gender Equality in Education, Seminar-Workshop on CEDAW; Gender Sensitivity and the Court, International Institute for Educational Planning (IIEP) Policy Forum on Gender Equality in Education; Convention on the Elimination of All Forms of Discrimination against Women; UN Millennium Development Goals (MDGs); V-Day: One-Billion Rising, Forums on LGBT-2; Gender Sensitivity Programs sponsored by the Office of the Ombudsman Sexual Harassment and Abuse in the Workplace and Gender and Development.

Regarding the sexism in language that have occurred in the selected books used in course syllabi, the usage of the pronoun, "he" and "him", generic "man" and gender stereotypes are commonly used. Therefore, though the course syllabus has a great occurrence in the ways of using Gender Fair Language as seen in the gender neutral words, the instructional materials they use have grater occurrences of sexism in language.

Based on the findings of this research, it shows and proves that most of the analyzed course syllabi contain Gender Fair Language and least Sexist in Language. These findings occur since the present SAS instructors and professors who prepared the corpus became aware of sexism in language because they have attended Gender Sensitivity Trainings; they often read technical documents; have read journal/s, book/s and article/s about Gender Fair Language and have known it during their college years.

Based on the findings of the study, the following are hereby recommended:

1. For the college, that they may conduct Gender Sensitivity Trainings and Programs about Sexism in Language.
2. For the teachers, that they may use Gender Sensitive Learning Materials.
3. For the students, that they may be a wide reader and eliminate Sexism in Language

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4. For future researchers, that they may examine and analyze more educational materials such as literary books, manuals, textbooks and the like.

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READERSHIP OF SELECTED RELIGIOUS ORGANIZATION ON NEWSPAPER "PULSO" IN GASAN PARISH

ABSTRACT

The study is an attempt to identify the readership of SALAMIN (Samahan ng mga Lay Ministers) in St. Joseph Spouse of Mary Parish Church in Gasan on the newspaper of Diocese of Boac- ***Ang Pulso***. Frequency of most medium choice preference, primary source, values acquired and most read section of the newspaper was evaluated.

There are total number of 39 members of SALAMIN; however, there were only 22 members who responded to this study wherein convenient sampling was applied. They underwent survey for major and specific queries. Interview with five members of the organization was conducted to gather information essential for the study.

This study revealed that members have the inclination to read the printed version of the newspaper because the online version is not updated. Most read section is the catechesis conveying realities of Christian world and spiritual intrusions. Some are desirous to read the section discussing *PondongPinoy* and *Hapag-asa.* The study concludes that PULSO is an effective info-dissemination tool. Further study is recommended for other diocesan publications

INTRODUCTION

"Along with the wonderful technological discoveries which men of talent especially in the present era, truly made with God's assistance, church welcomes with special interest those who have direct relation to men's mind and who have uncovered new roads of communicating most readily news, views and techniques of every sort. The most essential of these inventions are those media, such as the press, movies, radio, television and the like can, reach and influence, not only individuals, but the very masses and the whole humanity, society and therefore can truly be called the media of social communication" (Pope Paul VI, 1963).

The church is definitely not concerned with such kind of public relations through mass media without credibility and truthfulness. Her concern is to do good and let it be recognized but her concern about how people see her and us as church members (Eilers, 2004).

Mass media play an important role in disseminating information to the mass audience, may it be in broadcast or in print. Through the use of mass media, mass audience may be educated, informed, and even entertained. Mass media can be a tool for info-dissemination when it comes to religious aspect. Accordingly, the publication of diocesan newspapers is instigated to deliver information needed by the public. The church states that media, if properly used could be

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of great service to mankind, for it can greatly contribute to men's entertainment and the instruction as well as the spread and support of the Kingdom of God (Eilers, 2004).

In the Philippines, the Catholic Bishop's Conference of the Philippines (CBCP) put up publication in every diocese to relate the occurrences in their parishioners for their readers. These materials are published to communicate the news about the place (province, towns, city and community), reflections about the gospel, catechesis, advertisements, birthday greetings, obituaries and legal announcements, life experiences of the priest, activities of religious group and others.

In line, the Diocese of Boac in the province of Marinduque, an island situated in the southern part of Luzon, has the official publication with a masthead ANG PULSO NG SIMBAHAN NG MGA DUKHA. This newspaper may enlighten the minds of the Catholic parishioner readers in empowering their spiritual or religious faith and to become updated on the predicaments of their diocese as a whole. On the newspaper PULSO, excerpts from new an old testaments are reflected in some of the articles; particularly, related discernments about the gospel are expressed in the articles. As means of social communication, it seems to be very important as part of the mission of the catholic church.

One of the towns of Marinduque is Gasan, a small town in the heart of the Philippines. It is locally known as the cultural nerve of the province where several religions exist in the place. The Catholic Church in Gasan is St. Joseph Spouse of Mary. PULSO as its reading material is distributed in the said parish.

Different religious groups are located in parish such as SALAMIN (Samahan ng mga Lay Ministers) Choir, Legion of Mary, Mother Butler's Guild, Parish Youth Council, Knights of the Altar, BPK (Batayang Pamayanang Kristiyano) COB and others. They have divergent responsibilities inside the church but working as one. Distributors of newspapers namely Bro. Aries Labrador and Sis. Violy Jalac say that in 100 copies of the newspaper distributed by the office the Diocesan Commission on Social Commission, members of SALAMIN never fail to have a personal subscription of the diocesan newspaper. Rev. Fr. Eulogio Mangui, the parish priest of Gasan states that readership for this newspaper is needed by this organization to foster their minds in relating the occurrences in the province to other people as part of their liturgical functions. Thus, the author has selected the group as the respondent of the study.

Currently, there is an online version of this diocesan newspaper in the diocese personal website. The emergence of the computerized age via online and other social media sites becomes a factor of reading printed materials and its sudden change in time of distribution are considered as problems affecting the readership of this printed newspapers.

METHODOLOGY

The study was conducted to distinguish the readership of SALAMIN on newspaper PULSO of the Catholic Church of Gasan, specifically their preferred medium choice of reading, the values they get from reading the newspaper, primary sources of the newspapers and their

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most preferred newspaper sections which were evaluated. The research has two parts: the pre-testing where survey was conducted and the concluded information gathered through personal interview with five respondents identified as the consistent readers of PULSO notwithstanding their newspaper readership practice.

The study followed the convenient sampling technique. Researcher used the subjects available to participate in the research study. To identify the readers and non-readers among this organization, pre-test survey was conducted. In this study, the first method used was the conduct of survey questions distributed to the members of the organization, for those questions, they could answer freely as many answers as they prefer. The second part of the questionnaire used is the Likert scale to show the level of their awareness of their selected answer. The second method of data collection was personal interview to procure distinctions on their preferred medium choice and type of readership of the newspaper. The researcher prepared a letter given to the parish priest for authority purposes in connection with the distribution of questionnaire in the parish.

The study was conducted in St. Joseph Spouse of Mary Parish, the Catholic Church of Gasan. The respondents answered the questions by group.

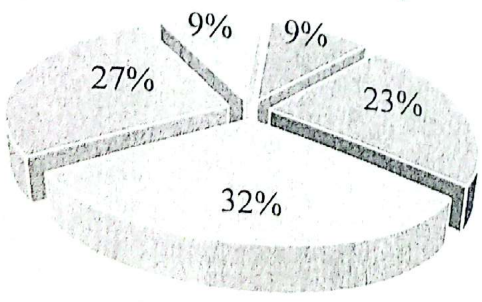
RESULTS AND DISCUSSION

Convenient sampling was the method used whereby, available SALAMIN members of the parish were the immediate respondents.

At the time of sampling, among the 39 renewed members, there were only 22 members available. The gathering of data was executed right after the 1st and 2nd Eucharistic celebration (holy mass) on the 6th day of July in the year of the Laity, 2014. The mass has been officiated by its parish priest, Rev. Fr. Eulogio Mangui (1st mass) and Rev. Fr. Arvin Anthony Madla (2nd mass).

According to the findings, the available participants of the study are aware and have a readership on the newspaper "Ang Pulso ng Simbahan ng mga Dukha." Where the data were derived.

FIGURE 1: Respondent' Age



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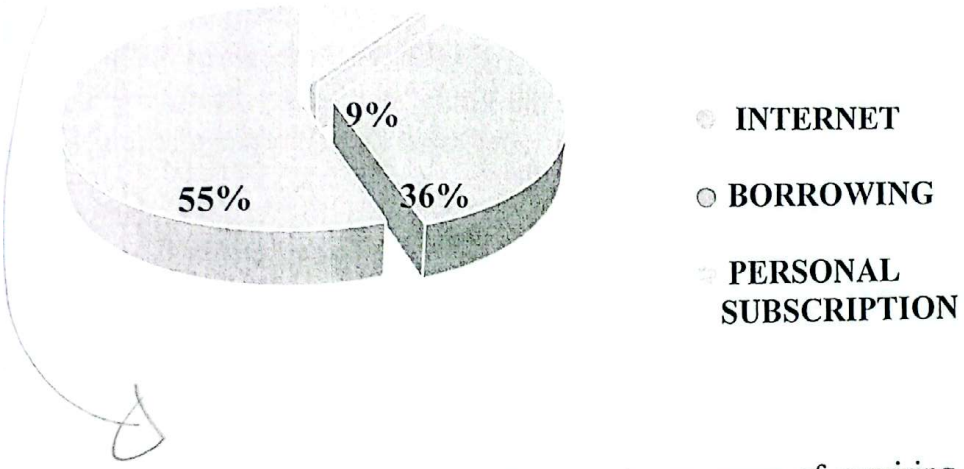
RANGE	FREQUENCY	PERCENTAGE
21-30	2	9%
31-40	5	23%
41-50	7	32%
51-60	6	27%
61-70	2	9%
TOTAL	22	100%

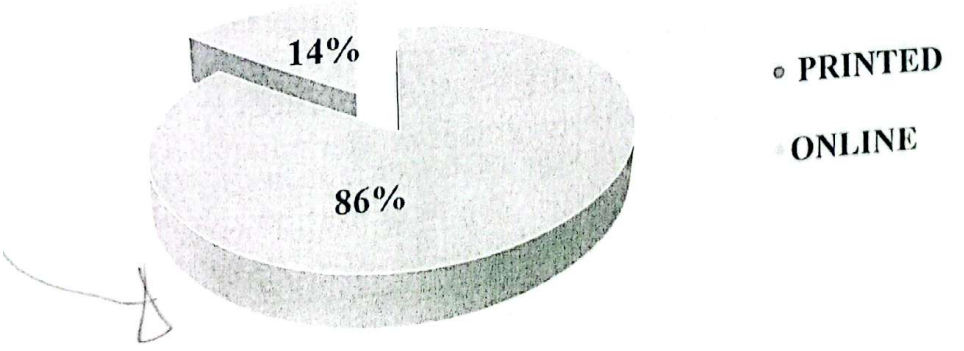
Two respondents' age ranges from 21-30 with percentage of 9%; five, 31-40 with 30%; seven, 41-50 with 32%; siz, 51-60 with 27%; and two, 61-70 with 9%.

FIGURE 2: Respondents' Primary Source of Newspaper Pulso



This figure shows the respondents' primary means of acquiring the newspaper PULSO. Two respondents or 9% access on the internet because they have their personal computers at home. As to borrowing, there are eight or 36% have this means, either from their co-commission readers, neighbors, co-lay ministers or church mates; while 12 or 55% have their personal purchase of subscription of the newspaper.

FIGURE 3: Medium Choice Preference in Reading the Newspaper PULSO



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Data show the medium choice preference in reading the newspaper PULSO of the selected members of SALAMIN. Out of the 22 respondents, only two or 14% read through online while the majority, 20 or 86% opt to read the printed version available in the parish.

Most Preferred Read Section of the Newspaper PULSO

Pastoral/Church News	Editorial	Catechesis	Reflections	Diocesan/Local	Others
9 or 40.9%	6 or 27.3%	10 or 45.5%	7 or 31.8%	7 or 31.8%	4 or 18.18%

Based from the figure, the most read section of newspaper PULSO is the catechesis that brings news stories regarding the realities and essentials of Christian life, with ten or 45.5% followed by the pastoral section with news stories about shepherds of rural life and pertains to spiritual care with nine or 40.9%; six or 27.3% go for the editorial section whereby opinions and insights of priest and other writers are expressed. Meanwhile, seven or 31.8% choose to read the reflections which carry spiritual intrusions and life experiences. The diocesan or local news are favored by seven or 31.8%; and four or 18.18% read the kiddy sections particularly the news stories about Pondong Pinoy, Hapag-asa, and other activities where children and the youths are involved.

TABLE 1.1 : *Respondents' assessment on the worthiness of Newspaper Sections*

OPTION	FREQUENCY	PERCENTAGE
AGREE	15	68.18%
SOMEWHAT AGREE	5	22.73%
NEUTRAL	1	4.55%
SOMEWHAT DISAGREE	0	0%
DISAGREE	1	4.55%
TOTAL	**22**	**100%**

The Diocese of Boac circulates its official publication in every parish with the help of the office of social communication. It covers news about local, international, catechesis, pastoral, and reflections from the holy gospel. Every section of the newspaper caters ideas, and receptive information which helps spread the words of God and news stories in the province. Usually, the front page covers news stories about the significant celebrations of the Diocese, and high masses officiated by the administrator and other religious parish groups of Marinduque. Table shows the survey of the readership of the selected members of SALAMIN whereby 15 or 68.18% agree on the articles on spiritual thoughts written by the laymen and other contributors; five or 22.73% somewhat agree on the worthiness of every section of the newspaper; one or 4.55% is neutral; while no one with one or 4.55% somewhat disagree.

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TABLE 1.2: *Respondents' perception on the Newspapers' Journalistic Writing*

OPTION	FREQUENCY	PERCENTAGE
AGREE	16	72.72%
SOMEWHAT AGREE	2	9.09%
NEUTRAL	3	13.64%
SOMEWHAT DISAGREE	0	0%
DISGAREE	1	4.55%
TOTAL	**22**	**100%**

Respondents are aware of the flow of communication in journalistic writing on its use of simple words. News stories with comprehensive ideas and explanations are easy to understand through technical terms used where readers can create meaningful ideas. Among the respondents, 16 or 72.72% agree that PULSO specifically the people behind this follows the guidelines in journalistic writing; while two or 9.09% somewhat agree. Three or 13.64% were neutral; no respondents answered somewhat agree; and one or 4.55% disagrees.

TABLE 1.4: *Mass appeal of the newspaper sections perceived by the respondents*

OPTION	FREQUENCY	PERCENTAGE
AGREE	15	68.18%
SOMEWHAT AGREE	5	22.73%
NEUTRAL	1	4.55%
SOMEWHAT DISAGREE	1	4.55%
DISAGREE	0	0%
TOTAL	**22**	**100%**

Diocesan newspapers are said to be appealing if with good quality of paper particularly the content. As the table shows, five or 68.18% agree on this concept for they notice the impact of the new stories; five or 22.73% somewhat agree, one or 4.55% decide to be neutral; one or 4.54% somewhat disagree; while one disagrees.

TABLE 1.5: *Newspaper PULSO as an effective tool for info-dissemination as Perceived by the respondents.*

OPTION	FREQUENCY	PERCENTAGE
AGREE	15	68.18%
SOMEWHAT AGREE	4	22.73%
NEUTRAL	1	4.55%
SOMEWHAT DISAGREE	0	0%
DISAGREE	1	4.55%
TOTAL	**22**	**100%**

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Information from newspapers helps guide the commission readers and acolytes in disseminating these to other concerned readers. Fifteen or 68.18% agree that newspaper PULSO is an effective communication tool in delivering information as regard its occurrences in the Diocese while four or 18.18% somewhat agree; one of 4.54% remain neutral; no one answers somewhat agree; and one or 4.55% disagree.

TABLE 1.6: *Good Taste*

OPTION	FREQUENCY	PERCENTAGE
AGREE	14	63.63%
SOMEWHAT AGREE	5	22.73%
NEUTRAL	2	9.09%
SOMEWHAT DISAGREE	0	0%
DISAGREE	1	4.55%
TOTAL	**22**	**100%**

Avoidance of rude language is necessary for a catholic-based newspaper. Table shows that 14 or 63.63% agree that newspaper PULSO is done in good taste; five or 22.73% somewhat disagree two or 9.09% are neutral; no respondent somewhat disagrees; while one or 4.55% disagrees.

TABLE 1.7: *Clarity and Conciseness*

OPTION	FREQUENCY	PERCENTAGE
AGREE	15	68.18%
SOMEWHAT AGREE	5	22.73%
NEUTRAL	1	4.55%
SOMEWHAT DISAGREE	1	4.55%
DISAGREE	0	0%
TOTAL	**22**	**100%**

Clarity and conciseness are important characteristics of an article. Write ups are easily understood if simple words are used. Unnecessary bureaucratic words may help in understanding the articles of every section. Table shows that 15 or 68.18% agree that every section of newspaper PULSO has clarity and conciseness; five or 22.73% somewhat agree; while one or 4.55% is neutral; one or 4.55 somewhat disagrees while no one disagrees.

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TABLE 1.8: *Credibility*

OPTION	FREQUENCY	PERCENTAGE
AGREE	14	63.64%
SOMEWHAT AGREE	3	13.64%
NEUTRAL	3	13.64%
SOMEWHAT DISAGREE	1	4.54%
DISAGREE	1	4.54%
TOTAL	22	100%

The church is not fretful with public relations through mass media without credibility and ruthfulness. Diocesan newspapers must convey factual information to the readers for credibility purposes. According to 14 or 63.64% of the respondents, they agree that PULSO states factual information in every section; three or 13.64% somewhat agree, while another three or 13.64% remain neutral; one or 4.54% somewhat disagrees and one or 4.54% or 1 disagrees.

TABLE 1.9: *Reliability of the Sources*

OPTION	FREQUENCY	PERCENTAGE
AGREE	15	68.18%
SOMEWHAT AGREE	3	13.64%
NEUTRAL	3	13.64%
SOMEWHAT DISAGREE	0	0%
DISAGREE	1	4.54%
TOTAL	22	100%

Sources of the newspaper must be reliable. Table shows that 15 or 68.18% respondents agree on this matter; while three or 13.64% somewhat agree; another three or 13.64% are neutral; no one somewhat disagrees; while another one or 4.54% disagrees.

TABLE 2: *Price*

OPTION	FREQUENCY	PERCENTAGE
AGREE	13	59.09%
SOMEWHAT AGREE	6	27.27%
NEUTRAL	3	13.64%
SOMEWHAT DISAGREE	0	0%
DISAGREE	0	0%
TOTAL	22	100%

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The price of this newspaper changes according to the respondents. Before it was sold for 5 Php, and then increased to 10 Php and another increase to 15 Php as of 2013.

Table shows that 13 or 59.09% agree because they are in favor of the latest price of the newspaper; while six or 27.27% somewhat agree because of the discount given or the price lowers from 15 Php if it is not anymore the latest issue. Consequently, three or 13.64% remain neutral; no one somewhat disagrees and disagrees.

TABLE 2.1: *Price being affordable and reasonable*

OPTION	FREQUENCY	PERCENTAGE
AGREE	13	59.09%
SOMEWHAT AGREE	6	27.27%
NEUTRAL	3	13.64%
SOMEWHAT DISAGREE	0	0%
DISAGREE	0	0%
TOTAL	**22**	**100%**

Newspaper price varies. Table shows that 13 or 59.09% agree that the price of the newspaper PULSO is affordable and reasonable; six or 27.27% somewhat agree; three or 13.64% are neutral; while no one somewhat disagrees and disagrees.

TABLE 2.2: *Accessibility*

OPTION	FREQUENCY	PERCENTAGE
AGREE	12	54.3%
SOMEWHAT AGREE	4	18.2%
NEUTRAL	6	27.27%
SOMEWHAT DISAGREE	0	0%
DISAGREE	0	0%
TOTAL	**22**	**100%**

Accessibility of this diocesan newspaper helps its members to easily relate news stories to their constituents. Table shows that 12 or 54.3% agree that the newspaper is very accessible with enough copies on the newspaper stand. According to them, there is no existing newspaper stand at the vicinity of the church but only newspaper distributors who sell it. Meanwhile, four or 18.2% somewhat agree maybe because of a number of newspaper left. Another six or 27.27% are neutral; while no one somewhat disagrees and disagrees on this matter.

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TABLE 3: *Distribution/Circulation*

OPTION	FREQUENCY	PERCENTAGE
AGREE	11	50%
SOMEWHAT AGREE	5	22.275
NEUTRAL	4	18.2%
SOMEWHAT DISAGREE	1	4.55%
DISAGREE	1	4.55%
TOTAL	**22**	**100%**

In the parish, there are two distributors assigned to vend or circulated the newspapers to office of the Social Communication with 100 copies per parish. Table shows that 11 or 50% agree that the distribution has not a mess at all because these two people assigned are always visible; five or, 22.27% somewhat agree; four or 18.18% remain neutral; and one somewhat disagree and disagree with both 4.55% of percentage.

TABLE 3.1: *Distributors' Public Relations*

OPTION	FREQUENCY	PERCENTAGE
AGREE	14	63.63%
SOMEWHAT AGREE	6	27.27%
NEUTRAL	1	4.54%
SOMEWHAT DISAGREE	0	0%
DISAGREE	0	0%
TOTAL	**22**	**100%**

Good public relation to every parishioner and any member of the organization must be practiced inside the church to maintain harmonious relationship with each other. As mentioned earlier, the assigned distributors/sellers are visible in the parish showing their full effort in vending the newspaper.

Table shows that 14 or 63.63% agree that the distributors offer good public relationship with the members of SALAMIN; while six or 27.27% somewhat agree; one or 4.54% are neutral; no one somewhat disagrees and disagrees on this matter.

TABLE 1 **Worthiness of Newspaper/News Values**	**TWF**	**W M**	**INTERPRET ATION**
A. Every section of the newspaper is worth-reading. (Ang bawat seksyon ng pahayagang PULSO ay kapaki-pakinabang)	99	4.5	SOMEWHAT AGREE

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B. Sections of the newspaper follow the guidelines in writing journalistic articles. (The newspaper sections use simple and concise word easy to understand the write ups.) (Ang mga seksyon ng pahayagang PULSO ay may pagsunod sa tamang pamantayan sa mga artikulong nakapaloob dito.)	97	4.5	SOMEWHAT AGREE
C. Has mass appeal. (The paper attracts me as the reader.) (Ang bawat seksyon ng pahayagan ng PULSO ay nakakaenganyang basahin.)	100	4.5	SOMEWHAT AGREE
D. The newspaper is an effective info-dissemination tool on the occurrences of the province/Diocese of Boac. (Ang pahayagang PULSO ay epektibo sa paghahatid ng mga balita na bumubuo sa Diyoses ng BOAC.)	94	4.3	SOMEWHAT AGREE
E. The sections of the newspaper are done in good taste. (Ang bawat seksyon ng pahayagan ay nailathala sa maayos ng pamamaraan)	98	4.4	SOMEWHAT AGREE
F. Every section of the newspaper has clarity and conciseness and avoids bureaucratic words. (Ang bawat bahagi ng pahayagan ay may kalinawan, at naisagawang maikli ngunit medaling intindihin.)	101	4.6	SOMEWHAT AGREE
G. The newspaper sections are credible for readership. (May kredibilidad ang bawat seksyon ng pahayagan.)	86	3.9	NEUTRAL
H. Sources of every newspaper section are well known and reliable. (Ang mga pinagmulan ng mga balita sa bawat seksyon ay kilala at maasahan.)	97	4.4	SOMEWHAT AGREE
	AWM	**4.3**	**SOMEWHAT AGREE**

TABLE 2 **NEWSPAPER PRICE**	**TWF**	**WM**	**INTERPRETATION**
2. A. The price of the newspaper remains constant. (Ang presyong pahayagang PULSO ay walang pagbabago)	98	4.4	SOMEWHAT AGREE
B. The price of the newspaper is affordable and reasonable. (Ang presyong pahayagang PULSO ay abot kaya.)	98	4.4	SOMEWHAT AGREE
C. The newspaper is very accessible for purchase everywhere and enough copies are given to the newspaper stand.(Ang pahayagang PULSO ay mabibili kahit saan at mayroong sapat na kopya.	94	4.3	SOMEWHAT AGREE
	AWM	**4.3**	**SOMEWHAT AGREE**

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TABLE 3 NEWSPAPER DISTRIBUTION/CIRCULATION	TWF	WM	INTERPRETATION
4. The distribution of newspapers is not a mess at all. (Walang nagiging problema sa tuloy-tuloy na distribusyon ng pahayagan)		4.1	SOMEWHAT AGREE
3. The distributors of the newspaper have good public relationship. (Mayroong maayos na pakikitungo ang mga nagbebenta ng pahayagang PULSO.)	99	4.5	SOMEWHAT AGREE
	AWM	**4.3**	**SOMEWHAT AGREE**

Discussion

Table shows that respondents somewhat agree that sections of the newspaper PULSO, the catechesis, pastoral, reflections, editorial and the like, are worth-reading with 4.5 average weighted mean; with 4.5 weighted mean. Respondents somewhat agree that the articles use simple and concise words and easy to understand. Diocesan newspaper has mass appeal if well-presented and aye catchy for reading purposes. In addition, an attractive newspaper varies its design with good lay out. As accorded, respondents somewhat agree on this concept with 4.5 weighted mean. According to the Catholic media in United States surveyed by CARA or Center for Applied Research in the Apostolate, there are a total of 1,075 self-identified Catholics. Forty-four percent of respondents somewhat agree that they are satisfied with the print copy design of the newspaper and magazine that they read. Weighted mean of 4.3 somewhat agreed that newspaper Pulso is an effective info-dissemination tool as regard occurrences in the province/ Diocese of Boac respectively. Similarly the newspaper's good taste is somewhat agreed by respondents with a weighted mean of 4.4. Clarity and avoidance of bureaucratic words is a must for a diocesan publication. The reputation of the church and its member must always be maintained and realized. With this, 4.6 weighted mean is attained by respondents who somewhat agree that every section of the newspaper has clarity. Rivamonte (2013) says that no one in this world wishes to be misled in any ways so readers opt to stand by a newspaper stand to be informed with credible and factual issues. In this juncture, same with the diocesan newspaper of Marinduque, PULSO an official publication should confer factual information for the mass people. In terms of reliability of the sources of news in every section, respondents remain neutral in this matter with 3.9 weighted mean. There is an average weighted mean of 4.3 interpreted as somewhat agree on the worthiness of newspaper Pulso.

Catholic media surveyed by CARA consider the money factor affecting the use of the diocesan publication. The researcher having considered the price of the newspaper has remained constant and dynamic, because if no longer updated, the distributors sell it with low cost and times with discount. The original price Pulso is 15 Php. Meanwhile, respondents somewhat agree

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that the price is affordable and reasonable with 4.4 weighted mean. On the accessibility of the newspaper, respondents somewhat agree with 4.3 weighted mean interpreted as somewhat agree.

With regards to the newspaper distribution, respondents somewhat agree that it is not mess at all with 4.1 weighted mean. Accordingly, they also somewhat agree that distributors of have good public relationship with subscribers. The average weighted meanshown in table 3 under the newspaper distribution is interpreted as somewhat agree.

Summary

Result of the study revealed that the selected religious organizations of St. Joseph Spouse of Mary Parish in Gasan-SALAMIN have their own distinction regarding their readership on the newspaper/newsletter of Diocese of Boac. Readership of printed version of the newspaper was in its great incline because the online version was somewhat not updated as the author visited its official website. Thus, timeliness and freshness of news was entirely left behind in online. Respondents were likely to have a printed readership. Thus, diocesan publications have much stronger hold on the niche of the market rather than the online one.

The most preferred reference material of the respondents lies with the printed copy of newspaper PULSO. Reason of most respondents for acquiring PULSO is due to its worthiness of the content or the news values attached in every section. The fact that it discusses spiritual interventions, the member could apply and relate it with their lives and to others as part of their liturgical functions. Some of the members are fond of reading kiddy sections such the involvement of children in Hapag-asa and that of the celebration of Pondong Pinoy. Catechesis is the most read section of the newspaper which afflicts the realities in the world of Christians as well as their spiritual lives. The use of mass media as accorded happens to be a calling and a vocation of the mother church – primarily concerned with the holy gospel. It proves that this reading material is an effective medium or info-dissemination tool in relating the occurrences of the province/diocese which consist of pastoral, liturgical, catechesis and reflection sections.

The moral values they acquire from reading the newspaper are as follows: 1) the members become more open to the Christian world, 2) they become in touch with the activities of the diocese, 3) they are inspired by the reflections that can be applied in their religious lifestyle, 4) it strengthens and intensifies their spiritual beings through the catechesis and gives high regards on the Divine Providence.

The author therefore concludes that the age of the respondents affects the readership of the online version of the newspaper. Some of the members of the selected organization do not have enough background in using the computer or they are computer illiterate. They are the respondents aged 60 years old and above, the reason why they do not have an access to the internet and just opt to read its printed version. It is therefore concluded that the number of newspaper distributed in every parish affects the respondents' personal subscription. The distributors or the sellers of the newspaper practice "first come, first serve".

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According to the findings and conclusions drawn, author recommends this study to all students and other researchers undertaking religious publication. The study is also better for identifying the moral values given by the newspaper of other religious organizations of GASAN Parish. This may also be a reference studies that will focus on the impact or significance of any sort of Catholic press. It may also help the students on their studies, assignments and other requirements in school that have something to do with this kind of academic endeavor. Further study is also recommended to other diocesan publications for other related issues perceived by their intended readers.

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SENTENTIAL ANALYSIS OF FEATURE ARTICLES IN THREE NATIONAL DAILY NEWSPAPERS, PHILIPPINE DAILY INQUIRER, THE PHILIPPINE STAR AND MANILA BULLETIN

ABSTRACT

This study tried to determine the kind of feature articles in the three national daily wspapers namely Philippine Daily Inquirer, Philippine Star and Manila Bulletin. The study ed descriptive method to identify the data needed. It described the written text in each wspaper. Setential analysis was applied in identifying the type of sentence structure used in ch of the feature articles. The main objective of the study was to determine what types of ntences were commonly used in feature articles. Based on the results, complex sentence was ostly used in feature articles in the three national daily newspapers. Each newspaper published fferent kinds of features but complex sentence was largely used in Informative Feature.

INTRODUCTION

Some people are not good in speaking but they are good in writing and vice versa. riting is one in four macro skills including reading, speaking and listening used in everyday es like in newspaper publishing. Reading is the counterpart or writing; if one writes then he ill read. But not all who read can write specially writing pieces to publish.

Despite the presence of radio, television, the internet and other mobile devices which can ovide easy access to news, newspaper is still the one that people look for. It is an important ethod of letting the public know that, everything happens in their local area and around the orld."

The desire to communicate what has happened or what is happening in the local, national international arena, urge people to write for the newspapers. In writing for newspaper ublication, there are things to consider. First is the type of article whether it is straight news or ature article and if it is a feature article then the writer has to consider its type and based on its pe, how it is to be written.

There are different kinds of news in newspapers specifically in broadsheets where one nds various types of news. One of the news types which tells a story is a feature article. People re drawn to reading feature articles because it tells about people. Feature articles are human-nterest stories that bring forth the thoughts, ideas, and feelings of the individuals - their ignificance, their value, and their eccentricities. Human interest stories may deal with various opics from the trivial to the most fantastic, from the littlest object to the largest, from the self to he farthest place the mind can reach. The variety make people like to read feature articles. They nay find something that interests them. More importantly, feature articles provide readers with a

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written analysis of a certain topic. These articles are intended to serve readers with the writer's interpretation of a story, unlike news stories, which simply provide the facts, feature articles appear in several different forms.

To create good feature stories, the writer must know what he is going to write and how he is going to write it. A feature article writer, just like any other writer must be able to weave the ideas he has in mind into a language that readers may understand. As a language user, a writer according to Jones (1977) is able to "summarize fairly complex units of information with one or a few sentences, and these sentences are assumed to express the gist, the theme, or the topic of the information. In intuitive terms, such themes or topics organize what is most important in a text."

Sentences are important in feature writing because with it stories are told. The quality of a news story depends on the way it is written. There should be a compressed but complete thought of the story. This thought is transmitted to the reader through the sentences in the articles.

News writing is one of the skills to be developed among the students of the Bachelor of Arts in English. It is included in their curriculum. With this skill developed among the students, opportunities may open up to them in various fields where writing is needed.

For students, skill in news writing is important to equip them in their endeavor in student publication or newsletters and thus enable the rest of the academic community to know the latest happening in the College and even outside. Skills in news writing include their knowledge and capability to write well-written sentences.

A good writer should be able to appropriately and properly construct sentences to make a good story. Some of the students are writing in their own way but they are having difficulties in constructing sentences to express their ideas. This is a hindrance to writing good stories with compressed and complete thought.

This study is about sentential analysis of news feature articles in three national daily newspapers namely Manila Bulletin, Philippine Daily Inquirer and the Philippine Star. This study may be useful for the students to know how feature writer create and construct sentences in writing feature articles. As part of the course, it is important to have an additional idea about news writing specifically feature writing.

METHODOLOGY

The study used descriptive method to identify the data needed. It described the written text in each newspaper. Sentential analysis was used in analyzing the types of sentences that are used and to accomplish the secondary aim to determine the construction of sentences.

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This study of Sentential Analysis of Feature Articles in Three National Daily Newspapers focused on the feature articles from the three English newspapers in the country namely Manila Bulletin, Philippine Daily Inquirer and the Philippine Star. These three newspapers are the daily papers available for students to read at the MSC library.

In gathering the data, the researcher used the three newspapers available at the MSC library. Three issues of each newspaper namely Manila Bulletin (MB), The Philippine Star (TPS) and Philippine Daily Inquirer (PDI) were gathered. All these were published on May 1, May 2 and May 4, 2012. For each issue, five feature articles were selected. A total of 45 selected feature articles from the five issues each of three newspapers were used in the data gathering and analysis. The selected articles of MB and TPS come from the Features Section. Because there is no specific section for the feature articles in PDI, the first five features selected come from different sections of the said newspaper.

First, each article was carefully read to identify the kind of feature article, and then each sentence was extracted from each article. After extracting all the sentences, the type of each sentence was determined. Sentences were analyzed based on its structure whether it is simple, compound, complex or compound-complex. A checklist was prepared in analyzing the sentences. The checklist includes the date, title of the article feature kind, sentences for each article and its corresponding type.

Presentation, Analysis and Interpretation of Data

Table 1.
Kinds of Feature Articles

Newspapers	Feature Kinds																		Total
	News	%	Character	%	Development	%	Service	%	Informative	%	Personal	%	Features	%	Travel Stories	%	N	%
PDI	3	20	1	7	1	7	2	13	4	27	3	20	0	0	1	7	15	100
TPS	7	47	0	0	0	0	0	0	6	40	0	0	2	13	0	0	15	100
MB	5	33	0	0	1	7	0	0	8	53	0	0	1	7	0	0	15	100

Table 1 shows the number of the kinds of feature in each newspaper expressed in frequency and percentage. Fifteen is the total number of feature articles for each newspaper.

The Philippine Daily Inquirer published mostly Informative Feature with 27% followed by News Feature with 20%. On the other hand, the Philippine Star frequently Published News

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Feature with 47% followed by Informative Feature with 33%. The Manila Bulleting largely published informative Feature with 53% followed by News Feature with 33%

These broadsheets are the leading newspapers intent on delivering straight news and provide people with information. It is not surprising that the feature articles, although varied kinds are published, also aim to feed people with varying views regarding the current news abd give informative features that may interest them.

Table 2.
Philippine Daily Inquirer

PHILIPPINE DAILY INQUIRER											
Date	Article No.	Feature Type	Sentence Types								
			Simple		Compound		Complex		Compound Complex		Total
			N	%	N	%	N	%	N	%	N	%
May 1	No.1	News Feature	2	11	3	17	9	50	4	22	18	100
	No.2	Developmental Feature	5	26	0	0	13	68	1	5	19	100
	No.3	Travel Stories	2	7	3	11	19	68	4	14	28	100
	No.4	Personal Experience	8	24	3	9	10	29	13	38	34	100
	No.5	Service Feature	7	35	0	0	10	50	3	15	20	100
May 2	No.6	Informative	4	17	5	21	9	38	6	25	24	100
	No.7	Service Feature	8	36	3	14	10	45	1	5	22	100
	No.8	Informative	9	17	1	2	39	74	4	8	53	100
	No.9	Informative	2	8	1	4	17	71	4	17	2	100
	No.10	News Feature	6	23	2	8	12	46	6	23	26	100
May 4	No.11	Character Sketch	8	17	6	13	22	46	12	25	48	100
	No.12	Personal Experience	4	27	1	7	7	47	3	20	15	100
	No.13	Personal Experience	9	29	2	6	8	26	12	39	31	100
	No.14	Informative	28	41	7	10	29	42	5	7	69	100
	No.15	News Feature	3	21	1	7	8	57	2	14	14	100
			105		38		222		80		445	N
			24		9		50		18		100	%

Table 2 presents the data gathered from the Philippine Daily Inquirer newspaper. It shows the least and commonly used sentence type and the corresponding kind of each article. In the PDI articles the most used type of sentence is the complex sentence followed by the simple, compound-complex and compound sentence.

Four hundred forty-five (445) sentences were extracted and analyzed. Complex sentences comprised a total number of 222 sentences or 50%, while the simple consisted of the 105 sentences which are 24% of all the sentences. The compound-complex made up 18% while the compound sentence was the least with only nine per cent. In addition, complex sentence was commonly used in every kind of feature article but largely used in Informative Feature.

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The tendency to use complex sentences is due to the relationship that exists between two clauses. For example it may be cause and effect relationship or a comparison and contrast. In instances when two clauses show that relationship, the writers flow of thought follow that relationship and would not want to break the idea by putting them in separate simple sentences. The writer would spontaneously resort to the use of a conjunction to connect the idea, relating one thought to the next and thus come up with a complex sentence.

Table 3.
The Philippine Star

Date	Article No.	Feature Type	THE PHILIPPINE STAR Sentence Types								Total	
			Simple		Compound		Complex		Compound-Complex			
			N	%	N	%	N	%	N	%	N	%
May 1	No.1	Informative	1	6	1	6	13	81	1	6	16	100
	No.2	Informative	5	28	0	0	13	72	0	0	18	100
	No.3	News Feature	4	15	1	4	17	65	4	15	26	100
	No.4	Informative	17	39	3	7	18	41	6	14	44	100
	No.5	Informative	10	33	4	13	15	50	1	3	30	100
May 2	No.6	News Feature	4	14	1	3	21	72	3	10	29	100
	No.7	Featurettes	1	20	0	0	2	40	2	40	5	100
	No.8	Featurettes	4	33	2	17	5	42	1	8	12	100
	No.9	Informative	4	33	0	0	8	67	0	0	12	100
	No.10	News Feature	5	7	2	14	7	50	4	29	14	100
May 4	No.11	Informative	2	15	1	8	6	46	4	31	13	100
	No.12	News Feature	2	14	1	7	9	64	2	14	14	100
	No.13	News Feature	4	17	3	13	8	35	8	35	23	100
	No.14	News Feature	4	17	0	0	10	43	9	39	23	100
	No.15	News Feature	11	44	2	8	11	44	1	4	25	100
			74		21		163		46		304	
			24		7		54		15		100	

Table 3 presents the data gathered from The Philippine Star newspaper. It shows the least and commonly used type of sentence and the feature kind of each article. In the TPS features, the most common type of sentence. A total number of 136 or 54% complex compound-complex and compound sentence. A total number of 136 or 54% complex sentence was used. The least number is that of the compound sentence which was used in 21 sentences or just 7% from among the number of all sentence used. Just like in the PDI, the complex sentence was used largely for Informative Feature.

A conjunction for a complex sentence is more varied than the finite seven coordinating conjunctions used for compound sentences. This may be one reason why there is a tendency to put two sentences together using subordinating conjunctions. For example, in a cause-effect relationship in a sentence, the writer immediately thinks of the word *because* (*subordinating*

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conjunction) instead of *for (coordinating conjunction)* to indicate the reason why something happens.

Table 4.
Manila Bulletin

MANILA BULLETIN												
Date	Article No.	Feature Type	Sentence Types									
			Simple		Compound		Complex		Compound-Complex		Total	
			N	%	N	%	N	%	N	%	N	%
May 1	No.1	News Feature	0	0	0	0	7	58	5	42	12	100
	No.2	Informative	9	22	0	0	22	54	10	24	41	100
	No.3	News Feature	3	20	2	13	6	40	4	27	15	100
	No.4	Informative	3	20	1	7	6	40	5	33	15	100
	No.5	Informative	4	18	0	0	12	60	5	23	22	100
May 2	No.6	Informative	8	23	3	9	22	63	2	6	35	100
	No.7	Informative	7	26	2	7	15	56	3	11	27	100
	No.8	Developmental	3	25	1	8	6	50	2	17	12	100
	No.9	Informative	7	25	2	7	11	40	8	29	28	100
	No.10	Informative	3	15	3	15	8	40	6	30	20	100
May 4	No.11	News Feature	3	12	2	8	15	60	5	20	25	100
	No.12	Featurettes	3	19	1	6	11	67	1	6	16	100
	No.13	News Feature	3	25	3	25	6	50	0	0	12	100
	No.14	Informative	2	18	1	9	6	55	2	18	11	100
	No.15	News Feature	6	33	0	0	9	50	3	17	18	100
			64		21		163		61		309	N
			21		7		53		20		100	%

Table 4 presents the data gathered from Manila Bulletin. In MB, the community used type of sentence is also a complex sentence followed by simple, compound-complex and compound sentence. Complex sentence make up a total number 163 or 53%. The least is the compound sentence consisting only of 21 sentences or 7%. The complex sentences are mostly found in the informative features.

In informative features, the topics or subject matter is discussed and explained to make clear to the reader the information provided. Complex sentences enable the reader to make sense

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of the information since the connection between the two clauses is defined in the signal words used. For example, the conjunctions *because, when, while, if* can immediately give the reader a clue noting that *because* introduces a reason or cause, *when* tells of time, *while* indicates simultaneous action or contrast and *if* tells of a hypothetical idea.

Table 5.

Types of Sentences

MANILA BULLETIN						
Feature Type	Sentence Types				Total	
	Simple	Compound	Complex	Compound-Complex		
Philippine Daily Inquirer	222	105	80	38	445	N
	50	24	18	9	100	%
The Philippine Star	163	74	46	21	304	N
	54	24	15	7	100	%
Manila Bulletin	163	64	61	21	318	N
	51	20	22	7	100	%

Table 5 is the presentation of overall total number of each sentence types in every newspaper in frequency and in percentage form. This table shows the similarities of each newspaper in terms of the total number of each sentence. For general understanding table 4 shows the most and least used type of sentence in each newspaper.

In Philippine Daily Inquirer, The Philippines Star and Manila Bulletin, the most commonly used type of sentence is the complex sentence. Complex sentence has 50% in PDI, 54% for the TPS and 51% for the MB.

The data from the tables almost have the same results. The feature kinds largely published in each newspaper were Informative Features and the News Feature. In terms of the type of sentence, the three newspapers mostly used the complex sentence with the highest numbers and percentages. Also, complex sentence was commonly used in each kind of feature and was largely used in informative Features in the three newspapers.

The data showed that complex sentence is commonly used in writing features articles. This is supported by Eva Prakova (2009) who stated that complex sentences were used more frequently. On the other hand, Bowle (1991) reminded that as a general rule, short sentences are better than long sentences. However, Bowle emphasized that as a general rule, short sentences are better than long sentences. However, Bowle emphasized that it is more important to marshal the facts necessary for understanding a news story in a style that is grammatically correct. This means that complex sentence is commonly used to compress ideas. Journalistic writing should also be brief. As a general rule, sentences should be comprised of 25 words or less and paragraphs keep to three or fewer sentences. News stories should also get to the point quickly.

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Complex sentence was largely used in Informative Feature. The sentences below were extracted from the feature articles from each newspaper and the highlighted sentence are the complex sentence.

In Bora daylight, a phoenix, a giant praying mantis and a *manananggal* took the skies. Rather, they were part of this year's Bear Brand Kite Fest. *Taking the time off from the city's hustle and bustle, families and barkada spent the weekend at Greenland City Sports Field in Sta. Rosa Laguna, to enjoy the pleasures of kite flying. Despite the facts that a lot of today's kids would prefer to stay indoors and play with their gadgets, wuite a number showed up and frolicked with the sun.*

'Kite-flying is family-bonding time'
Philippine Daily Inquirer
May 2, 2012

The first complex sentence in the above excerpt consists of a dependent clause that serves as a modifier to the subject of the sentence *families and barkada.* The main clause or independent clause is in the medial position which is followed by the infinitive phrase indicating purpose. The second complex sentence in the sample indicates contrast with the beginning expression *Despite the facts* which subordinates the clause.

To a lot of people, Max's is a nostalgic place that reminds them of countless memorable experiences with their families, friends, and loved ones. It is a place where relationships are nurtured, and a home away from home," said Bobby Simborio, Corporate Communications Officers for Max's Group of Companies.

The endearing inscription that reads "the house that fried chicken built" has always spurred a feeling of enthused anticipation for the been in the Max's tradition for more than six decades.

The following are examples of each sentence type:

'Max's Restaurant: A Proud Tradition and Global Filipino Brand'
The Philippine Star
May 1, 2012

The first sentence in this third excerpt is a very short sentence but it is a complex sentence. The first clause, independent clause, is underlined and the second which is underscored twice is the dependent clause. *That every one of us enjoys* is a clause modifier to the word *dignity.*

From the feature articles analyzed, some sentences were extracted and are provided in this section to show the types of sentences according to structure. These are examples of the sentences determined according to their types. This study not only determined the type of sentence that features article commonly used but also how these sentence are constructed.

This study was able to identify that news feature's sentences mostly started with a phrase or a clause to begin a sentence. For example: ***On every last Thursday,*** *of the month at 7 a.m. at AIM. Isidro started soliciting the possible trends on-going the economy.* ***Once identified,*** *Ed*

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runs a brainstorming session where no idea is rejected and built on by everybody with the rule that nobody critics any idea. These sentences are started by phrases.

Simple Sentences:

There's an amusing story about the priest and a bus driver

These housing units or condominiums are big improvement over the tenements in Tondo or Paco.

The simple sentence expresses a complete thought but some phrases are used as modifers either at the beginning or end of the simple sentence. Leech (2006, p104) explains, and this is a general rule, a simple sentence consists of just one independent clause. Consistent with this rule, when a simple sentence is further analyzed, there is just one subject and one finite verb phrase.

Compound Sentence:

I'm a businessman and I support an increase in wage for Filipino workers.

The labor sector asks wage boards for a 99 pesos increase in minimum wage but employers say they can only afford an 8pesos increase.

Compound sentences are those with two independent clauses connected by coordinators such as *and, or* and *but.* These are the main coordinators of compound sentence. Some compound sentences are just connected by commas and semicolons. As Biber points out, "there are three major coordinators in English – and, or and but". (Biber, 1999, p227) These coordinators do not only link clauses, but also words or phrases. Sometimes, no coordinator is present and clauses are linked by a comma.

Complex Sentence:

After a wave of stabbings, murders, and suicides, the officials of a maximum security prison in the state of Mississippi decided to review how their prisoners will be being treated that would drive them to such violence.

The results were remarkable, according to a report in the NY Times. Violence went down so that it was possible to transfer prisoners from the isolation of maximum security to the general prisoner population.

There are sentences with strings of clauses connected by comma or by semicolon. Complex sentences express ideas in two clauses – the independent and the dependent clause. They may be called the main clause and the subordinate clause. The dependent or the subordinate clause is the part of the complex sentence which cannot stand on its own – the dependent clause. The individual clauses of a complex sentence are linked by subordinators, such as *since, although*, that or *when.*

In the sentence "Although it was cold, I went out.", the first clause is a subordinate one, whereas the second is the main. It is a very short sentence but its structure is one of a complex sentence.

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Compound-Complex Sentence

Leo and I would meet at least once every two months or so, and the poor waiters at the Figaro of coffee bean would probably groan inwardly at our arrival, knowing full well that even the water fountains at the hub would be shut off long before we would leave our table.

A compound complex sentence is one which consists of two independent clauses connected by a coordinating conjunction and at least one subordinate clause. The more subordinate clauses there are, the longer the sentence may be. However, one has to be very careful in writing a compound-complex sentence with too many dependent clauses.

Summary, Conclusion and Recommendation

Using the descriptive method, data were gathered and sentential analysis was applied. Three daily newspapers were used in gathering data. Fifteen articles from each newspaper for a total of forty-five (45) feature articles were used in the analysis to determine the type of sentence structure used in writing the articles. The feature articles were first classified according to types and then each article was analyzed to determine the types of sentences used in each. The results showed that the four sentence types according to structure namely *simple, compound, complex,* and *compound-complex* were all used by the feature articles writers. However, complex sentence is the sentence type mostly used in the three newspapers. The percentage of complex sentences found in each newspaper are as follow: PDI, 50%; TPs 54%; and MB, 51%. The results showed that writers used complex sentences in half or more than half of the whole articles.

The feature articles selected and classified for use in the study showed that in the limited number of issues (3) from which they were taken, the Philippine Daily Inquirer features were more varied with four informative, three news feature, three personal and one each of character, developmental, service, and travel story. The Philippine Star features consisted of seven news feature, six informative, and two featurettes while the Manila Bulletin articles consisted of five news feature, one developmental, eight informative, and one featurettes. Whatever type of feature article was written, the same four sentence structures were used with the complex sentence mostly used.

This study of sentential analysis of news feature in three national daily newspapers yielded the following conclusions:

1. The kinds of feature articles mostly published in each newspaper were informative feature and news feature.

2. Complex sentence is the most commonly used type of sentence in the features analyzed followed by simple, compound-complex and compound sentences in this order.

3. Complex sentence was largely used in the informative feature of the three newspapers.

Based on the findings, the study recommends the following:

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1. Trainings may be provided for the school paper writers to enhance their skills in writing, and that eventually the school can produce writers who can make good feature stories.

2. News writing may be pursued in the college to enhance the students' competence and enable them to apply their knowledge and skills in writing.

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DRIVERS' COMPREHENSION OF ROAD SIGNS

ABSTRACT

This study aimed to determine the drivers' comprehension of road signs and its rrelation to their age, driving experience, and sign system of road signs. The respondents of the udy were forty-four jeepney drivers of the GaBoDa. A total enumeration was employed in this udy. This descriptive study used a comprehension test wherein road signs present along the ads of Marinduque were used as the choices aided with an interview.

INTRODUCTION

Technological and economic developments in recent years caused the increasing number d quality of vehicles in the country. That is why, setting up of road signs along roadside is ghly imperative in order to provide information to road users who will help sustain orderliness the street (Garniel et al, 2011). The reason why road signs are used in every part of the untry is to maintain road safety for every Filipino.

To improve traffic safety; highway infrastructure, engineering, education, supervision, nergency services should be maintained in a coordinated and consistent way. When factors that use traffic accidents are examined worldwide, it is seen that traffic accidents mostly occur due drivers' faults (98%) and road or vehicle defects are at very low rates. By examining traffic cidents involving fatality or injury in 2008, it is seen that one-third of the accidents occurred cause of excessive speeding and excitement, courageousness of drivers, having high driving ills and the need for time saving are shown as the main causes of excessive speeding irmiziuglo, 2010). Safety on the road is related to (a) vehicles, pedestrians and cyclists; (b) sidential areas; (c) signalized and non-signalized intersections; and (d) daytime and nighttime iving (Calayo, 2000).

DPWH, as one of the major concerned agencies in maintaining the road safety, troduced "Road Safety Audit in Philippines" which aims to improve the general level of road fety by the combination of accident prevention and accident reduction. Other specific benefits ad safety audit may include the following: 1) improvements to existing design and construction actices; 2) community benefits through casually reduction; 3) overall resource reduction over e whole life of a scheme; 4) reduced whole life costs of road schemes; 5) providing a mponent of local national accident reduction targets; and 6) fostering the importance of road fety engineering (Lagunzad, 1999).

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In the Philippines, a member of the ASEAN and an archipelagic country consisting of more than 7, 100 islands has a total land area of approximately 300,000 sq. km, some 80% of the domestic passenger traffic and 60% of the freight traffic currently us the road and about 75% of the government expenditures on transport infrastructure go into the road system (Mendoza et al, 2004).

Road signs are those traffic signs, warning signs and symbols found along the roads. It uses symbols with different shapes, colors and sometimes with the assistance of words and labels to regulate road traffic. Road signs are used to provide information to regulate, to warn, and to guide road users in a traffic system (Ng et al, 2007). They provide a means of communicating important information about the roadway to the driver (Razzak, 2009). Mouer (undated) likewise reported that signs, like any other traffic control devices, must meet five fundamental requirements namely: 1) fulfill a need; 2) command attention; 3) convey a clear simple meaning; 4) command request from travelers; 5) give adequate time for proper response. Whatever type of traffic control is used, it must be clear and visible to drivers from a distance that allows the motorists to react and stop if necessary (DPWH, 2004).

A lot of studies are made to test the comprehension of drivers regarding road signs, warning signs, road lanes and any other symbols found off street. In the study of Kun et. al (2012) about the effects of sign design features and training on comprehension of traffic signs, the hypotheses that training condition, sign types and country of origin affect driver's comprehension was tested. Moreover, in the study of (zhang et al, 2013) about road sign comprehension, it is clearly stated that drivers understand familiar signs better than those less frequently encountered. Kirmiziuglo (2010) studied an analysis of comprehension of road signs, and stated that more than 1.25 million people lose their lives annually due to traffic crashes and traffic accidents, the leading cause of death among people in ages between 15-19, second cause for 10-14 and 20-24 age groups worldwide.

Last October, 2011, three AB Communication students of Marinduque State College conducted a research entitled "Road Sign Comprehension of Tricycle Drivers". This descriptive research tested the comprehension of the tricycle drivers from the riverside, seaside and poblacion associations. Also, they found out the drivers' perception towards the road signs present in Marinduque. According to them, "For every long years of driving, people become aware and able to understand the meaning of many traffic signs". That is the reason why this study had analyzed the drivers' comprehension of road signs in correlation with their driving experience, their age and the sign system as part of semiotic classification.

METHODOLOGY

The descriptive analysis to determine the drivers' understanding of road signs.

Total enumeration was employed in this study to test the drivers' understanding of road signs.

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The respondents of this study were 44 public utility jeepney drivers of GaBoDA (Gasan-Boac Drivers Association). The total number of respondents was gathered through the pre-survey conducted in cooperation with LTO (Land Transportation Office) and the said Association.

To measure the drivers' comprehension, the Paper-and-Pencil test used by Creaser (2010) was employed wherein participants were given questionnaire with meaning in each items as questions and pictures as choices. The pictures of the road signs are the results of the pre survey conducted from Boac to Gasan roads. The response and scores of the respondents were tabulated and interpreted using the scale used by Creaser (2010). An interview was also conducted to gather the participants' personal data.

Since a pre-survey had already been conducted regarding road signs present along the roads of Boac-Gasan, the results were used as choices in the comprehension test. Gathered data from the respondents were tabulated to determine which among the road signs are understood by the drivers and which are not. The drivers' personal data with their age and driving experience were analyzed to correlate to their level of comprehension.

A. Road Signs Understood by the Drivers

1. Regulatory Signs Understood by the Drivers.

The results of the study revealed that out of 44 drivers, majority with 43 (97.73%) understand the "No Parking" sign (Parking control signs) used to notify the motorists of parking restrictions as specified in the sig. Also, 41 (93.18%) understand the "No Loading/Unloading" sign that alerts and reminds them to keep the area clear and not to park or evens top there. Furthermore, 39 (88.63%) understand the "One Way, No Entry" sign that tells them not enter the road or highway because it is only used for those traveling in the opposite direction or that road is a restricted area for those traveling in only one direction.

With that, majority with an average of 93.18% understand the regulatory signs intended to instruct road users on their decisions under a given set of circumstances.

Table 1.0 Regulatory Signs Understood by the Drivers

Regulatory Signs	Caption	Frequency	Percentage
No Parking	"NO PARKING"	43	97.73%
No Loading/Unloading	"NO LOADING/UNLOADING"	41	93.18%
One Way, No Entry	"ONE WAY, NO ENRTY"	39	88.63%
	Average		93.18%

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This table shows the understanding of the drivers on regulatory signs based on the result of the comprehension test

2. Warning Signs Understood by the Drivers

Results of the study revealed that out of 44 drivers, 39 (88.63%) understand the "Slowdown, Accident Prone Area" while 42 (95.45%) understand the "Slowdown, Men at Work" sign. Slowdown signs are great tools to remind drivers to control their impulse to speed. Also, work zone signs are displayed to advise and guide them through the work area. Subsequently, 43 (97.73%) understand the meaning of the "Slowdown, School Zone" signs used to warn them of the vicinity of a school and where children walk along or cross the road way. Moreover, 30 (68.18%) understand the "Left Turn Ahead" while 37 (84.1%) understand the "Right turn Ahead" signs. Also, 39 (88.64%) understand the "Curve Road Ahead" or Chevron sign that provides additional guidance as to changes in the horizontal alignment of the road way and the severity and direction of a changes in roadway alignment. Furthermore, 41 (93.18%) understand the Zigzag Road Ahead" or winding road sign which is used if there is a series of five or more curves, with similar advisory speeds. In addition, 28 (63.64%) understand the "Intersection Road Ahead" or side road concealed sign that warns motorists of concealed or unusual conditions ahead where the vision triangle is inadequate for them to react to a sudden entry of another motorist from the side road. Lastly, 41 (93.18%) understand the "Pedestrian Lane" sign or Crosswalk Ahead sign that warns motorists of approaching a pedestrian crosswalk at locations with limited sight visibility to the crosswalk or areas where pedestrians walk along or across the road.

Table 1.1 Warning Signs Understood by the Drivers

Regulatory Signs	Caption	Frequency	Percentage
Slowdown, Accident Prone Area	"SLOW DOWN, ACCIDENT PRONE AREA"	39	88.63%
Slowdown, Men at Work	"SLOW DOWN MEN AT WORK"	42	95.45%
Slowdown, School Zone	"SLOW DOWN, SCHOOL ZONE"	43	97.73%
Left Turn Ahead	LEFT TURN SIGN	30	68.18%
Right Turn Ahead	RIGHT TURN SIGN	37	84.1%
Intersection Road Ahead	INTERSECTION SIGN	28	63.64%
Curve Road Ahead	CURVE ROAD SIGN	39	88.64%
Zigzag Road Ahead	ZIGZAG SIGN	41	93.18%
Pedestrian Lane	PEDESTRIAN SIGN	41	93.18%
	Average		93.18%

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The above table shows the drivers' understanding on warning signs based on the result of the comprehension test.

3. Other Important Signs Understood by the Drivers

The result of the study revealed that out of 44 drivers, 42 (95.45%) understand the "No Smoking" sign that restricts motorists to smoke in particular places like gasoline stations, gas fuel stations and others. Subsequently, 41 (93.18%) understand the Drive Safely" sign and 42 (95.45%) understand the "No Blowing of Horn" sign that restricts the drivers to create a noise in that particular place like hospitals.

Table 1.2 Other Important Signs Understood by the Drivers

Regulatory Signs	Caption	Frequency	Percentage
No Smoking	**"NO SMOKING"**	**42**	**95.45%**
No Loading/Unloading	**"Drive Safely"**	**41**	**93.18%**
No Blowing of Horn	**"NO BLOWING OF HORN SIGN"**	**42**	**95.45%**
	Average		**94.69%**

The above table represents the drivers' understanding on informative signs based on the result of the comprehension test.

A) **The Drivers' Level of Comprehension**

The result of the study showed that out of 44 drivers, 15 (34.1%) have matched the intended meaning of road signs perfectly; meaning, these 15 drivers have a very *high* level of comprehension. Also 24 (54.5%) have responses that match most of the intended meanings of road signs which means that these 24 drivers have a *high* level of comprehension. Subsequently, only five (11.4%) understand half of the intended meanings of road signs which means that they have a *satisfactory* level of comprehension. In addition, 0% has response not relevant to the intended meaning of the road signs and none understands the meaning of road signs and also with no response.

The result of the study revealed that most of the drivers have a *high* level of comprehension on road signs.

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Table 2.0 Scale of Comprehension

Score	Level of Comprehension	Description	F	%
15	Very High	The responses match the intended meaning of the road signs perfectly.	15	34.1%
14-11	High	Most of the responses match the intended meaning of the road signs.	24	54.5%
10-7	Satisfactory	Half of the responses match the intended meaning of the road signs.	5	11.4%
6-3	Low	Most of their responses are not relevant to the intended meaning of road signs.	0	0%
2-1	Very Low	Drivers do not understand the meaning of road signs.	0	0%
0	Totally Low	No answer	0	0%

The table below shows the level of comprehension of the drivers based on the result of the comprehension test.

B) Comprehension Analysis in Relation to the Age of Drivers

The results of the study revealed that out of five drivers from the age of 20-29, two have a *very high* comprehension of road signs as they perfectly match the intended meaning. Meanwhile, three out of five have a *high* level of comprehension as they match most of the intended meaning of road signs. As regard age of 20-29, five drivers have seven (9.3%) errors based on the comprehension test. Subsequently, eight out of 19 drivers at age of 30-39 have a *very high* level of comprehension while ten have *high* level of comprehension as they match most of the meaning of road signs. Only one has *satisfactory* level of comprehension as he had matched half of the intended meanings of road signs. With this, 20 (7%) errors were made by 19 drivers with age of 30-39. In addition, five out of 11 drivers with age of 40-49 have very high comprehension; five have *high* level and only one had reached the *satisfactory* level. Therefore, 15 (9.1%) errors were made by the drivers at this age interval. Moreover, out of six drivers at the age of 50-59, only one has a *very high* level of comprehension; four have *high level*; and only one has *satisfactory* level of comprehension. With that, 12 (13.3%) errors were made by these six drivers. Lastly, out of three drivers at the age 60 and above, two have *high* level of comprehension and only one has a *satisfactory* level. These three drivers have (31.1%) errors in the comprehension test.

Looking at the percentage of the drivers' errors at a certain age interval, drivers at the age of 60 and above have the *highest* number of errors with 31.1%, followed by 50-59 years old with 13.3%. On the other hand, drivers at the age of 20-29 and 40-49 have almost equal 9% of errors. The least percentage of errors is for drivers at the age of 30-39 with 7% of errors.

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Table 2.1 Comprehension Cross Analysis Correlated to the Age of Drivers

Age Interval	F	Level of Comprehension						No. of Errors	% of Errors
		Very High	High	Satisfactory	Low	Very Low	Totally Low		
20-29	5	2	3					7	9.3
30-39	19	8	10	1				20	7.0
40-49	11	5	5	1				15	9.1
50-59	6	1	4	1				12	13.3
60+	3		2	1				14	31.1

The above table shows the drivers' level of comprehension and no. of errors correlated to their age.

C) Comprehension Analysis in Relation to Drivers' Experience

The results of the study revealed that out of 19 drivers with one-ten years experience, eight have a *very high* comprehension of road signs as they perfectly match the intended meaning. Meanwhile, ten out of 19 have a *high* level of comprehension as they match most of the intended meaning of road signs and only one has satisfactory level. With one-ten years interval, the 19 drivers have 30 (10.5%) errors based on the comprehension test. Subsequently, five out of 15 drivers with 11-20 years experience have a *very high* level of comprehension while nine have *high* level of comprehension. The remaining one has *satisfactory* level of comprehension as he has matched half of the intended meanings of road signs. With that, 15 (6.7%) errors were made by the 15 drivers at this interval. In addition, two out of five drivers with 21-30 years experience have *very high* comprehension while two have *high* level and only one has reached the *satisfactory* level where eight (10.6%) errors were made by the drivers at this interval. Out of four drivers with 31-40 years experience, only one has a *very high* and three have *high* level of comprehension. With that, 8 (13.3%) errors were made by these four drivers. Lastly, only one driver who has 41-50 years experience had reached the *satisfactory* level of comprehension. The driver has seven errors with 33.3%.

Looking at the percentage of the drivers' errors at a certain intervals, the drivers with 41-50 years driving experience have the highest number of errors with 33.3% followed by 31-40 years with 13.3%. Meanwhile, drivers with one-ten and 21-30 years of driving experience have almost equal 10.5% of errors. The least percentage of errors is for those drivers with 11-20 years driving experience with 6.7% of errors.

Table 2.2 Comprehension Cross Analysis Correlated to the Number of Years Working as Driver

No. of Years as a Driver	F	Level of Comprehension						No. of Errors	% of Errors
		Very High	High	Satisfactory	Low	Very Low	Totally Low		
1-10	19	8	10	1				30	10.5

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11-20	15	5	9	1				15	6.7
21-30	5	2	2	1				8	10.6
31-40	4	1	3					8	13.3
41-50	1			1				7	33.3

The above table shows the drivers' level of comprehension and no. of errors correlated to their no. of years working as a driver.

D) Road Signs Followed by the Drivers.

The result of the study revealed that drivers *always* follow "No Parking" signs with 29 or 65.9% out of 44 drivers. In addition, they *sometimes* follow the "No loading/unloading" signs with 19 or 43.3%; moreover, the *always* follow the "One Way, No Entry" signs with 23 or 52.3%.

The study showed that the drivers *always* follow the Regulatory signs with an average of 45.47% where these reinforce traffic laws, regulations or requirements either applied at all times or under circumstances upon a street or highway.

Table 3.0 Regulatory Signs Followed by the Drivers

Regulatory Signs	Never		Sometimes		Always		WM
	F	%	F	%	F	%	
No Parking	8	18.2	7	15.9	29	65.9	2.48
No loading / unloading	17	38.6	19	43.2	8	18.2	1.8
One way, No Entry	7	15.9	14	31.8	23	52.3	2.36
Average		24.23%		30.3%		45.47%	2.21

The above table represents the data from the second part of the paper-and-pencil test which determined whether the drivers followed the regulatory signs or not.

The result of the study revealed that the drivers *always* follow the "Slowdown, Accident Prone Area" and "Slowdown, Men at Work" signs with 23 or 52.3% out of 44 drivers and they *always* follow the "Slowdown, School Zone" signs with 24 or 54.5%. subsequently, they *always* follow the "Left Turn ahead" with 35 or 79.6% and the "Right Turn Ahead" with 28 or 63.6%. In addition, they *always* follow the "Curve Road ahead" signs with 68.2%, the "Zigzag Road ahead" with 72.7% and the "Pedestrian lane" signs with 54.5%.

The study revealed that the drivers *always* follow the warning signs with an average of 64.39% that notify road users about road conditions or hazards ahead.

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Table 3.1 Warning Signs Followed by the Drivers

Warning Signs	Never		Sometimes		Always		WM
	F	%	F	%	F	%	
Slow Down, Accident Prone Area	7	15.9	14	31.8	23	52.3	2.36
Slow Down, Men at Work	6	13.6	15	34.1	23	52.3	2.38
Slow Down, School Zone	2	4.5	18	40.9	24	54.5	2.5
Left Turn Ahead	2	4.5	7	15.9	35	79.6	2.75
Right Turn Ahead	3	6.8	5	11.4	36	81.8	2.75
Intersection Road Ahead	0	0	16	36.4	28	63.6	2.64
Curve Road Ahead	4	9.1	10	22.7	30	68.2	2.59
Zigzag Road/Winding Road Ahead	0	0	12	27.3	32	72.7	2.73
Pedestrian Lane	5	11.4	15	34.1	24	54.5	2.43
Average		7.31%		28.29%		64.39%	2.57

The above table represents the data from the second part of the paper-and-pencil test ought whether the drivers follow or not the other nine warning signs.

The result of the study revealed that the drivers *sometimes* follow the "No Smoking" igns with 13 out of 44 drivers. Subsequently, they *sometimes* follow the "No Blowing of Horn" igns with 16 or 36.6%. In addition, the drivers *always* follow the "Drive Safely" signs with a requency of 34 or 77.3%.

The study showed that the drivers *always* follow other three important signs with an verage of 47.72%

Table 3.2 Other Important Signs Followed by the Drivers

Other Important Signs	Never		Sometimes		Always		WM
	F	%	F	%	F	%	
No Smoking	18	40.9	13	29.5	13	29.5	1.89
No Blowing of Horn	12	27.3	16	36.36	16	36.36	2.1
Drive Safely	2	4.5	8	18.2	34	77.3	2.73
Average		24.23%		28.02%		47.72%	2.24

The above table represents the data from the second part of the paper-and-pencil test ought whether the drivers follow or not the other three important signs.

E) The Drivers' Reasons for Not Following the Road Signs.

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The result of the study showed that out of 44 drivers, 12 (27.3%) do not follow road signs because they do not notice the road signs along the streets due to being rush, stress and busy while driving. Subsequently, six (13.63%) noticed that the place is clear and safe even if they do not follow the road signs while nine (20.45%) have attitude such as being mischievous, stubborn or hard-headed to disobey the road signs. In addition, five (11.36%) say the road signs are not clearly stated wherein there are mischievous or stubborn passengers who also do not understand. Furthermore, six (13.63%) notice that there are no patrol men at the prohibited areas that they take advantage of violating the signs to increase their income. Moreover, one (2.27%) reasons out that during emergency situations, some road lack signs especially at places where they pick passengers without "Loading" signs that make them become disobedient. Lastly, five (11.36%) have no reasons for not following the road signs.

The study revealed that most common reason why the drivers do not follow the road signs is when they do not notice the signs due to being rush, tired, and busy while driving.

Table 4.0 Drivers' Reason for Not Following Road Signs

Reasons of Drivers for Not Following Road Signs	F	%
Being rush, stress and busy while driving.	12	27.3
The place is clear and safe though there are road signs to follow	6	13.6
Being mischievous, stubborn or hard-headed to disobey the road signs.	9	20.45
Road signs are not clear to be understood	5	11.36
Mischievous and hard headed passengers along the road	5	11.36
No patrol men at the prohibited areas.	6	13.63
With aim to increase income to violate road signs.	4	9.09
Emergency situations	1	2.27
No road signs at some places	1	2.27
Focused more on passengers than road signs.	1	2.27
No response.	5	11.36

The above table represents the data from the second part of the paper-and-pencil test sought for the drivers' reasons for not following road signs.

F. Semiotic Classification-Sign System

The result of the study revealed that eight out of 15 road signs were portrayed by an image or symbolic sign system while five out of 15 were stated through words. On the other hand, two out of road signs have a sign system of both image/symbol supported with words.

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Table 5.0 Sign-System of Road Signs

Road Sign	Figures	Sign-System
Curve Road Ahead/Chevron Sign -		**Image/Symbol**
Left Turn Ahead		**Image/Symbol**
Right Turn Ahead		**Image/Symbol**
Slowdown, School Zone		**Image/Symbol with words**
Pedestrian Lane		**Image/Symbol**
Drive Safely		**Words**
No Smoking		**Image/Symbol With words**
No Loading/Unloading		**Words**
No Parking		**Image/Symbol**
Slowdown, Accident Prone Area		**Words**
No Blowing of Horn		**Image/Symbol**
Intersection Road Areas/Side Road Concealed Sign		**Image/Symbol**
One Way, No Entry		**Words**
Slowdown, Men at Work		**Words**
Zigzag Road Ahead/Winding Road		**Image/Symbol**

A. Comprehension Analysis Correlated to the Sign-System

The results of the study revealed that out of 342 responses of 44 drivers to the eight road signs stated as an image/symbol, 322 or 94.2% are correct while 30 or 8.8% are wrong. In addition, out of 220 responses of the drivers to the five road signs stated through words, 190 or 86.4% are correct and 30 or 13.6% are wrong. Moreover, out of 88 responses of the 44 drivers with the road signs stated through both images and words, 81 or 92.04% are correct and seven or 7.95% are wrong.

Therefore, road signs stated through image/symbol are most understood by the drivers with 94.2% correct answer while their responses have common errors with 13.6% on road signs stated through words.

Table 5.1 Cross Analysis Correlated to the Sign-System

Sign System	Frequency of Road Signs	Drivers' Responses (Total)			
		Correct (F)	%	Wrong (F)	%
Image/Symbol	8	322	94.2	30	8.77
Words	5	190	86.4	30	13.6
Image with Words	2	81	92.04	7	7.95

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The above table analyzed the comprehension of the drivers based on their responses correlated to the sign-system used by the road signs.

Summary

This descriptive research aimed to determine the road signs comprehension of 44 jeepney drivers form the GABODA (Gasan-Boac Drivers Association). It involved identification of road signs present along the roads of Gasan to Boac and Boac to Sta. Cruz Marinduque. The study identified the road signs understood and followed by the drivers and which are not. It also aimed to know the drivers' reasons for not following the road signs.

A total enumeration was employed in this study and a Paper-and-Pencil test aided with interview were utilized in order to gather the needed data. When the data were gathered, the drivers' responses were tabulated and analyzed, tabulated for analysis and discussion. Frequency and the percentage were used as statistical tools.

The findings of this study revealed that:

In terms of the drivers' understanding on road signs, majority with an average of 93.18% understood the three regulatory signs while somewhat 85.86% understood the nine regulatory signs. On the other important signs, they have higher understanding with an average of 94.69%. The most understood road signs are the "Slowdown, School Zone" and the "No Parking" with the frequency of 43 out of 44 drivers while the least is the "Intersection Road Ahead" or the concealed road sign with the frequency of 28 out of 44 drivers.

The results of the study showed that drivers have a *high* understanding of Informative signs with an average of 94.69% compared to be the Regulatory signs with an average of 93.18% and Warning signs with an average of 85.86%.

As regards drivers following of road signs, some with an average of 24.23% *follow* the three regulatory signs while 30.3% *sometimes follow* it. Subsequently, 45.47% *always follow* the three regulatory signs. In addition, 7.31% *never follow* the nine warning signs. Moreover, 24.23% *never follow* the other three important signs while 28.02% *sometimes follow* them. Lastly, 47.72% *always follow* the other three important signs.

As to reasons of the drivers for not following the road signs, the most common reason is when they do not notice the road signs due to being rush, tires, and busy while driving. They also have attitude such as being mischievous, stubborn or hard-headed to disobey the road signs.

In terms of age, drivers of 60 years old and above commit more errors in the comprehension test. It means that the ages of the drivers affect their semiotic competency and as they grow older, their comprehension is affected. With regards to their driving experience, working for 41-50 years, they commit more errors in the comprehension test that their driving experience affects their comprehension of road signs. In correlation to the sign system of road signs, drivers comprehend more on the road signs stated through image/symbol than purely words and the combination.

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Based on the results and findings of this study, the following recommendations were drawn:

1) Government agencies concerned may act upon on the evaluation of drivers' comprehension on every road signs and road markings.

2) Drivers may be given an appropriate test or training especially those with age 60 and above.

3) Future researchers may conduct follow-up study particularly on the physical features of the road signs and the other road markings along the main roads of six towns of Marinduque which are not given attention in this study

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